

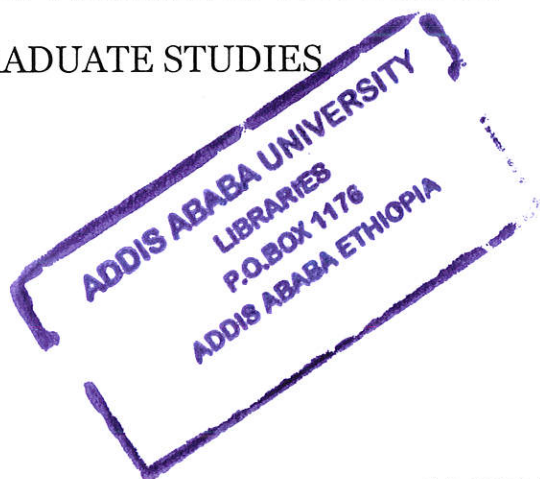
THE STATUS, CHALLENGES AND PROSPECTS OF TRAINING
IMPLEMENTATION IN BENISHANGUL GUMUZ REGIONAL EDUCATION
BUREAU

BY

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ACRONYMS

ABEC –Alternative Basic Education Centers

BPR-Business Process Reengineering

CTE- College of Teacher education

EFA – Education For All

FCSA- Federal Civil Service Agency

FGD- Focal Group Discussing

HRM-Human Resource Management

HRD- Human Resource Development

ILO-International labor organization

MDG- Millennium Development Goal

NLA- National Learning Assessment

REB- Regional Education Bureau

TVET-Technical and vocational Education and training

UNESCO-United Nations Educational and cultural Organization

UNICEF-United Nations International Children Fund

UPE- Universal Primary Education

WEO-Woreda Education Office

ZED- Zone Education Department

ABSTRACT

The Main purpose of this study was to examine the current status, identifying major barriers of training offered by the REB of Benishangul Gumuz. The study employed descriptive survey method. The necessary data for the study were collected from 92 respondents drawn from REB, 3 ZED, 11 WEOs and 11 Secondary schools. A questionnaire consisting of six parts with items prepared in a five point likert scale and questions with two options also included. The data collected was quantitative by nature as a result simple percentage, average mean rating and one -way ANOVA were used to analyze it Using SPSS software. The findings indicated that training need gap was not identified through need assessment, before plan to provide trainings for the target group; moreover the bureau had no clearly set procedures to conduct training need assessment, the REB has no clearly defined training policy that guides how the scarce human and other resources allocated to ran the training process effectively and efficiently, the bureau didn't include training as critical issues while developing a strategic plan to achieve long ran objectives ,training and its impact were not evaluated. Moreover, training evaluation plan were not cited in strategic or operational plans, trainings can raise awareness about the job that a performer required to do and it encourages and motivates individuals, training organized at regional level had adequate training facilities and budget than immediate lower levels of REB it. During training management process the human, material and facilities was not given due attention by the REB, there were different problems that hinder to conduct trainings. For instance, financial, relevance of training, inconvenient time, trainers related problems and trainees' lack of interest needs remedy to conduct problem solving training. Finally, it was conclude in this study that the REB should give due attention to conduct need training needs assessment in continuous basis participating concerned bodies and communicate it for decision and planning purpose. Secondly, training should be guided by clearly defined training policy and guidelines. Most importantly trainings should be evaluated and also its impact or a difference that brings trainings should be offered based on the plan in order to minimize problems encountered regarding it.

Chapter One

The Problem and Its Approach

1.1 Background of the study

It is commonly believed that employees are the most important asset of an organization. This concept emphasized in (Beaumont, 1993) that an organization's employees are increasingly considered as essential competitive resource which, if developed effectively, will contribute significantly to the achievement of strategic organizational goals. This is because the long-term viability of any organization critically depends on the skills, expertise, competencies and proactive behaviors of its employees. Adjibolooso (1995) has therefore argued that the effectiveness and performance of organizations in developing countries is dependent on the possession of the human factor qualities by its employees.

The various environmental changes faced by organizations in recent years including globalization and the rapid growth in the use of information technology, have produced an increased focus on training and development in both the literature and practice. According to Garavan et.al. (1995) failure to acknowledge that employee training and development is a key factor in establishing and maintaining the effectiveness of the organization will inevitably damage its productivity and its future success.

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness at work. As it is defined by Michheal.A (1996:508) "Training is the systematic modification of behavior through learning which occurs as a result of education instruction, development and planned experience". To make change in a given organization people should be trained to use the new methods. Effective trainings convey relevant and useful information that inform participants and develop skills and behaviors that can be transferred back to the workplace Drafke .M (2006).

The definitions indicate that the goal of training is to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments

that focus people's attention on incorporating their new skills and ideas back at work. Cuming .M (1993:199) states the purpose of training is to give employees at all levels sufficient instruction and guidance to enable them to perform their jobs."

Usually employees are joining to organizations to carry out responsibilities after completing a level of education in universities or colleges in different field of studies. The working environment and the rapidly changing behavior of organizations lead to invest on their employees through training, even though they graduate from colleges and universities. Staff's training help remove performance deficiencies in employees. This is particularly true when the deficiency caused by lack of ability rather than motivation to perform organizational activities. There is greater stability, flexibility and capacity for growth in organizations. Training contributes to employees in at least two ways. They become efficient after undergoing and efficient employees contribute to the development of the organization. Organizational development renders stability to the workforce. Training also makes the employees versatile in organizations. Staff training benefits both the organization and its employees (Taylor and Lippt 1975). As Michael A. (1996:510), states training Philosophy of an organization expresses organizations are lived in a world where competitive advantage achieved by having higher quality people and this need will not be satisfied unless they invest in developing Skills and competence of their people conducting trainings.

Organizations usually require highly specialized skills to attain organizational goals (Ayalew 1991:2).If organizations are to survive and prosper in the modern world of rapid change; they need to be more flexible, faster-moving and faster-learning than before. Progressive organizations forecast what new competency will demanded by changing technology and methods (Heinz W. 2008:265). Organizations ability to do this rests upon the abilities of their workforce to have these characteristics – hence the value of training. If individuals are able to learn, develop and change, then so can the organizations. Providing training for employees not only helps them develop their skills and knowledge, but it is also motivational and a building block to organizational success.

Training needs to be for the right people, it needs to be the right type of training and it needs to be at the right time. <http://jefmenguin.com> . It is important for any organization, large or

small, to plan the training that its people may need. While there can be enormous benefits in developing the capabilities of the workforce. According to Heinz.W. (2008), warned that managing development and training must be based on a needs analysis derived from a comparison of actual performance and behavior with required performance. Conco (2004:58) states that “if training programs are properly designed, they can create an effective work force and a sound institutional image”.

Organizations/bureaus perceive genuinely why training and development of an employee is essential for the success of achieving their objectives. Because training is one of the most crucial ways that organizational performance can be improved. Employee training is the attempt at improving the employee’s performance.

Any organization or education system is only as good as its people, so leaders of an organization one of they have to do is make sure that their employees are properly trained according to the essential functions of their assignment. Training and development is an important investment for employers which, if carried out diligently and regularly, can give handsome returns. All successful organizations have comprehensive training and development program.(Economics of education, organized for a course)

Benishangul Gumuz Regional state where this research conducted is one of the nine regional states established in 1994 by the constitution of Ethiopia that created a federal system. The region is located in the western part of the country bordering with the Sudan in the west, Amhara region in the north and northeast, Oromia in the southwest and Gambella in the south.

In the region education opportunities were extremely limited before the establishment of the regional government. Especially the indigenous population was not in a position to get schools. According to the 1994 census the illiteracy rate was as high as 82.1 %.(REB annual abstract,2002 E.C) .

The Regional Government of Benishangul-Gumuz committed itself to fighting against poverty and backwardness, from its onset. Education is considered to be a major tool. During regional ESDP II & III implementation the main focuses of the REB was expanding the access to basic education for all children in the region in formal and non formal programs which brought about expansion of enrolments in linear growth.

As result in academic year, 2000 EC (2007/2008) in Benishangul-Gumuz Region there are 337 Primary Schools, 43 Secondary Schools, 22 Kindergarten and 10 (2 Governmental and 8 Private) Technical Vocational, Education and Training Institutes of which the REB is responsible to support and over see their performance in improving the Education system in terms of access, equity, quality and efficiency in line with UPE-EFA to attain the MDG in 2015.(REB annual abstract ,2001 E.C)

The Ministry of education has conducted National learning Assessment (NLA) during 2004/05 on grade 4 and 8 achievements showed that the students' achievement in Benishangul Gumuz Region in both grades stood at 33.65 and 43.69 for grades eight and four respectively, lower than the national achievements 39.7& 48.5. According to the report ,the major reasons for the low achievement of pupils of the region in the national assessment for the two grades were low teachers' perception of students learning and instructional quality, inappropriate use of instructional materials by teachers, students' background and shortage of teachers' guides and syllabus. This shows that the region has critical quality education problems. (National Learning Assessment report, 2006)

In addition, the regional Education Sector has been made great efforts to deepen Decentralization to school level. The Decentralization process has had a lot of impact on the Education System. As a result decision-making is being shifted from the Region to the Woredas. For instance woredas able to decide & allocate capital and recurrent budget to construct schools, employ teachers & Educational experts, purchasing equipments & furniture's, books etc.

According to the report presented regional education conference September,2009 portray that the regional education system has faced challenges such as weak program management and implementation capacity at lower level organizational structures, high turnover of professional personnel and assigning of educational personnel with little or no experience or expertise in the relevant field. Moreover inadequate planning and management capacity at woredas levels is a critical problem in realizing the goals of education.

Even though the region education bureau had given trainings at different levels the problems raised above still now observed as it is. So this and other like quality issues forced the researcher to assess the employees training and development policy of the REB and suggests strategies and ways that enhance providing well planned, organized training and development policies. As a result, to fill these gaps, through Conducting capacity building trainings on essential areas that make a continuous and sustainable difference in accordance to the rapid change of the system and clients interest.

This study emphasized on training of employees at different level of the education system and tried to see an over view of the education sector of the region. The study is emphasized on trainings that could be carried out to increase the knowledge and skill of an employee for doing a particular job which provides systematic knowledge and skills for a definite purpose.

1.2 Statement of the Problem

The success of training is more dependent upon how the organization that delivers the training becomes capable of planning ahead and organizes and delivered to concerned trainees to achieve the optimal level of organizational objectives through its employees Micheal. M & et.al (2004:84-86). According to Harold. K (2007) all organizations should have needed stated training policies and resources committed to staff, individual, departmental divisional and organization development.

The Benishangul Gumuz region education bureau has a training implementation Guideline document which was organized in 2000 E.C. This document highly emphasis on trainings that are carried out abroad. Beside this the selection criteria has no room for weighting the relationship between employee's current position and the training.

The guideline, moreover didn't give due attention for questions like why of the training, of whom the training and who the trainer is? However literature In this regard agreed that if employees cop up with the changing environment of organizations, they should acquainted with new methods and technologies through continues on job training. Thus the training need not be carried out arbitrarily, but it should be managed systematically.

According to Cuming M. (1993) managing the training program has a fourfold process function. First, assessing training needs of employees, which deals determining training requirements for all types of staffs, deciding priorities, and defining standards. Secondly, Programming that is Plans and procedures aimed at the kind of contents to be delivered. Thirdly, organizing training, that facilitates best use of the staff, finance and facilities available for training purposes. Finally, evaluating the training to ensure how well the result meets the original needs and budgetary control of resource.

The absence of this systematic cyclical approach, during managing trainings in the education system alerts the researcher to assess the practice of trainings in the region. In addition to this, the researcher exposure of a secondary school principal in one of the schools found in the region as well as being a senior expert in the regional education bureau provided him an opportunity to see the extent of problems and gaps to manage trainings conducted by the region education bureau.

Therefore, the purpose of this study is to investigate the problems related to the training process that delivered to educational managers and experts in selected educational offices and secondary schools.

Finally, the study attempts to find answers to the following basic questions in relation to the effectiveness, efficiency and validity of the training.

1. What is the current status of trainings organized by the REB?
2. What significant difference between those trained and not trained observed in their commitment and performance?
3. How the REB training policy and guideline perceived and exercised?
4. How is training organized and managed? Is it a cyclical process?
5. What are the challenges and prospects of training in the REB?
6. What is the perception of educational leaders and performers at different level towards training conducted by the REB?

1.3 Objectives of the study

1.3.1 General purpose of the study

The main objective of the study is:

To examine the status, problems and prospective of employees training and development program offered to the educational leaders, experts and teachers at the school level who are working in the education system of Benishangul Gumuz regional stat

1.3.2 The specific research objectives of this study is to:

- a. Find out the extent to which educational leaders , experts and teachers at different level get reliable training;
- b. Examine the extent to which training is delivered in congruence to the need of the workforce in the system;
- c. Investigate leaders , experts and teachers attitude towards the training delivered by the education bureau ;
- d. Examine the management of the training and development process of the region education bureau

1.4 Significance of the study

The updating of the work force in the education sector i.e. acquaint with new programs and strategies is among the most important factors of education offices and institutions to enhance the accomplishment of the desired goals in particular and increase students achievement in general. Thus, the result of the study expected to have the following contribution

The suggestions to be forwarded may:

- Provides information about the current status of the management of employees training and development process;
- It suggests some relevant solutions related to trainer and trainee; how they improve the provision and attendance of the training process and the utilization of the acquired skills and knowledge in the actual practice. Cognizant of this, some recommendation for the prevailing problems in relation to employees training and development program programs and related issues;
- The finding of this study will provide first hand information to government and non

government organizations about the status of training, existing gaps, and their major constraints which prevent them to operate effectively and efficiently and they got intervention areas in the system;

- It may serve as a starting point for other researchers who are interested to do their research in this area.

1.5 Delimitations of the study

In Benishangul Gumuze Regional Education Bureau (REB) there are three Zonal Education Departments (ZED), twenty Woreda Education Offices (WEOs) are under its supervision. Moreover, according to 2009/10 the regional education bureau annual abstract the region has 365 primary schools, 43 secondary schools, 16 TVET and 1 CTE under its supervision. Moreover, 64 cluster resource centers are organized under the education bureau. However training is delivered to all employees who are working at any level; however, the scope of the study was delimited to the REB, ZED, WEO and secondary schools only. As a result, this study is delimited to address the status, challenges and prospects of training in the region education bureau focusing on all the zonal education department, 8 WEO and 11 secondary schools as sample areas of the study exclusive of other institutions under the education bureau.

1.6 Limitation of the study

This study focuses only on Regional education bureau, sample woreda education offices and secondary schools in the region only because of financial and time constraint. The other limitation of this study was the unavailability of reliable and updated data base concerning training at every level of the region education bureau

Therefore, indeed the study would have been more exhaustive and complete than it is now had these limitations been in existence.

1.7 Operational Definitions

Assessment-To analyze critically and judge the nature, significance, merits, importance, size or value of something (Gove,1972:131)

Development –a planned process of learning experience intended to enhance employees contribution to organizational goals and it is more future oriented (Heneman 1989)

Human Resource Development- Being broad in scope focusing on individual gaining of new knowledge and skill useful for both present and future jobs Mathis and Jackson, 1997: 282)

Training- Acquisition of Knowledge and skill intended to capacitate government officials and civil servants of various levels to enable the effectively execute of programs and deliver quality service to clients (CBBO,2006:14)

Wreda- The lower government administrative level next to zone

Zone- The intermediate administrative Level between region and woreda

Officials- in this study it refers to those who are working on managerial position in the REB

1.8 Organization of the study

This study comprise of five chapters. Chapter one deals with background of the study, statement of the problem, objectives of the study, significance of the study, delimitations, operational definitions limitation of the study. The second chapters deal with the review of the literature. The third chapter is the research design and methods. In the fourth chapter presentation and data analysis discussed and the last chapter, chapter 5, deals with summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Human Resource Development

According to the free encyclopedia, Human resources is a term used to describe the individuals who make up the workforce of an organization, although it is also applied in labor economics to, for example, business sectors or even whole nations. Human resources is also the name of the function within an organization charged with the overall responsibility for implementing strategies and policies relating to the management of individuals (i.e. the human resources)

John P. Wilson, (2005), defines Human Resource Development (HRD) as “Is the framework for helping employees develops their personal and organizational skills, knowledge, and abilities”. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development.

HRD according to McLean, G. N., Osman-Gani, A. M.,& Cho, E(2004 6 :3), also defined as "organized learning activities arranged within an organization in order to improve performance and/or personal growth for the purpose of improving the job, the individual, and/or the organization" . HRD includes the areas of training and development, career development, and organization development. This is related to Human Resource Management -- a field which includes HR research and information systems, union/labor relations, employee assistance, compensation/benefits, selection and staffing, performance management systems, HR planning, and organization/job design.

In the modern concept Human resources are a word with which a lot of organization explains the mixture of conventionally directorial employee’s functions with performance, employee relations, and resource planning. The field draws upon concepts developed in Industrial or

Organizational Psychology. Human resources have at least two related interpretations depending on context. The original usage derives from political economy and economics, where it was traditionally called labor, one of four factors of production. The more common usage within corporations and businesses refers to the individuals within the firm, and to the portion of the firm's organization that deals with hiring, firing, training, and other personnel issues (Nadler L Ed., 1984).

Cognizant of the above definitions the Human Resource Manager is evolving with the change in competitive market environment and the realization that Human Resource Management (HRM) must play a more strategic role in the success of an organization. Organizations that do not put their emphasis on attracting and retaining talents may find themselves in dire consequences, as their competitors may be outplaying them in the strategic employment of their human resources (Daft, 2003:217-218)

With the increase in competition, locally or globally, organizations must become more adaptable, flexible, lively, and customer-focused to succeed. And within this change in environment, the HR professional has to evolve to become a strategic partner, an employee sponsor or advocate, and a change mentor within the organization. In order to succeed, HR must be a business driven function with a thorough understanding of the organization's big picture and be able to influence key decisions and policies. In general, the focus of today's HR Manager is on strategic personnel retention and talents development. HR professionals will be coaches, counselors, mentors, and succession planners to help motivate organization's members and their loyalty. The HR manager will also promote and fight for values, ethics, beliefs, and spirituality within their organizations, especially in the management of workplace diversity (E Nicks, Martice 2008).

The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers. Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort. Or, Human Resource Development can be informal as in employee coaching by a manager. Healthy organizations believe in Human Resource Development and cover all of these bases.

In this regard planned HRD is critical to the achievement of a skilled and efficient workforce. Developing people to their full potential will contribute significantly to an agency achieving its business outcomes. Proper planning takes into account whole of government, agency and individual needs. It will ensure that developmental activities reflect the agency's strategic direction and maximize the learning outcomes for individuals. The Guideline provides principles on which public sector agencies can base the development of policies and practices to ensure the planned provision of human resource development.

Human Resource Development (HRD) is the framework for helping employees develops their personal and organizational skills, knowledge, and abilities. Human Resource Development includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development (Harris, and Desimone 1994 :128)

Giving emphasis on the increased rate of change to be unavoidable in today's workplace; Foot Hook(2005) ,and Harris and Desimone (1994) assures the importance of Human resource planning to alleviate problems related to changing employment patterns, changing work methods , which in turn leads to the need for different and new skills and for flexibility from existing employees to acquire new skills or adapt to new methods of working.

In simple terms, an organization's human resource management strategy should maximize return on investment in the organization's human capital and minimize financial risk. Or increase achievements in social service institutions, (Daft, 2003:217-218)

Generally, Planned Human Resource Development is critical to the achievement of a skilled and efficient workforce. Developing people to their full potential will contribute significantly to an organization achieving its expected objectives. Proper planning takes into account whole of organization and individual needs. It will ensure that developmental activities reflect the organizations strategic direction and maximize the learning outcomes for individuals. The ultimate goal of this could be preparing competitive workforce and that in turn bring effective and efficient achievement of organizational objectives.

2.2 An Overview of Training and Development

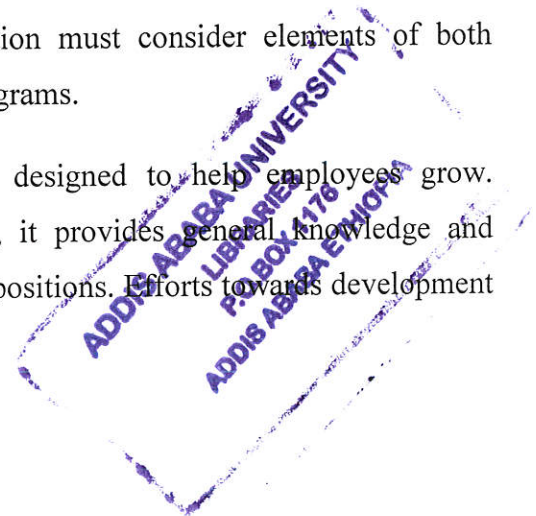
Employees training and development can be defined as planned and proof of providing employee with learning experience intended to enhance their contribution to organizational goals (Gibby 2003:7).

The term training and development in human resource management refers to teaching employees' the skill needed for both present and future job (Chandan,1996:209). Armstrong (2005:578) strengthen the idea that the training improves managers and professionals performance ,gives them development opportunities provides for management succession.

In simple terms, training and development refers to the imparting of specific skills, abilities and knowledge to an employee. A formal definition of training & development is... it is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. The need for training & development is determined by the employee's performance deficiency, computed through need assessment.

Though training and education differ in nature and orientation, they are complementary. An employee, for example, who undergoes training, is presumed to have had some formal education. Furthermore, no training program is complete without an element of education. In fact, the distinction between training and education is getting increasingly indistinct nowadays. As more and more employees are called upon to exercise judgments and to choose alternative solutions to the job problems, training programmers seek to broaden and develop the individual through education. For instance, employees in well-paid jobs and/or employees in the service industry may be required to make independent decision regarding their work and their relationship with clients. Hence, organization must consider elements of both education and training while planning their training programs.

Development refers to those learning opportunities designed to help employees grow. Development is not primarily skill-oriented. Instead, it provides general knowledge and attitudes which will be helpful to employees in higher positions. Efforts towards development



often depend on personal drive and ambition. Development activities, such as those supplied by management developmental programs, are generally voluntary.

We can make a distinction among training, education and development. Such distinction enables us to acquire a better perspective about the meaning of the terms. Training, as was stated earlier, refers to the process of imparting specific skills. Education, on the other hand, is confined to theoretical learning in classrooms.

Before the training programs being implemented, the need of training is identified. It is ensured whether training can serve the purpose. Depending upon the needs of various jobs, different methods of training programs are conducted, such as, on-and-off the job methods, special lectures, conferences and seminars. The purpose of on-the-job method is to involve the employees in learning while they are at work, whereas through off-the-job training program, the employees need to leave the work place so as to spend the required duration in the learning process. Special lectures are meant to create the awareness of fundamental knowledge. By way of arranging conferences, various discussions are held on the points of common interest, in regard to the organization and various issues, ideas are collected and experience is shared in order to deal with the problems. With critical discussions, the participants of seminars study the various aspects and the complexities of particular jobs.

At the organizational level, a successful Human Resources Development program prepares the individual to undertake a higher level of work, "organized learning over a given period of time, to provide the possibility of performance change" (Nadler 1984). In these settings, Human Resources Development is the framework that focuses on the organization's competencies at the first stage, training, and then developing the employee, through education, to satisfy the organization's long-term needs and the individual's career goals and employee value to their present and future employers.

2.3 Is There A Difference Between Training & Development?

If we want to maximize training and development results by linking them to performance management we need to understand the difference between training activities and development activities. That's because it's important that we choose the right mechanism for addressing any needs we have.

Training usually refers to some kind of organized (and finite in time) event -- a seminar, workshop that has a specific beginning date and end date. It's often a group activity, but the word training is also used to refer to specific instruction done one on one. (Stalcup, 2004, p. 1)

Employee development, however, is a much bigger, inclusive "thing". For example, if a manager pairs up a relatively new employee with a more experienced employee to help the new employee learn about the job, that's really employee development. If a manager coaches and employee in an on going way, that's employee development. Or, employees may rotate job responsibilities to learn about the jobs of their colleagues and gain experience so they might eventually have more promotion opportunities. That's employee development.

In other words employee development is a broader term that includes training as one, and only one of its methods for encouraging employee learning. The important point here is that different activities are better for the achievement of different results..

2.4 Training, Development, and Education for Employees

Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort. Or, Human Resource Development can be informal as in employee coaching by a manager. Healthy organizations believe in Human Resource Development and cover all of these bases.

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. It has been known by several names, including employee development, human resource development, and learning and development. Robert H. Rouda and Mitchell E. Kusy (1995)

Training and development encompasses three main activities: training, education, and development. Garavan, Costine, and Heraty, of the Irish Institute of Training and Development, note that these ideas are often considered to be synonymous. However, to practitioners, they encompass three separate, although interrelated, activities (Nadler L Ed., 1984)

Training: This activity is both focused upon, and evaluated against, the job that an individual currently holds.

Education: This activity focuses upon the jobs that an individual may potentially hold in the future, and is evaluated against those jobs.

Development: This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

2.5 Training and Development as Source of Competitive Advantage

Organizations/firms derive competitive advantage from training and development. Training and development programs, as was pointed out earlier, help remove performance deficiencies in employee. This is particularly true when

- The deficiency is caused by a lack of ability rather than a lack of motivation to perform,
- The individual(s) involved have the aptitude and motivation need to learn to do the job better, and
- Supervisors and peers are supportive of the desired behaviors.

Training & Development offers competitive advantage to a firm by removing performance deficiencies; making employees stay long; minimized un satisfaction and meeting future employee needs.

There is greater stability, flexibility, and capacity for growth in an organization. Training contributes to employee stability in at least two ways. Employees become efficient after undergoing training. Efficient employees contribute to the growth of the organization. Growth

renders stability to the workforce. Further, trained employees tend to stay with the organization. Training makes the employees versatile in operations. All rounder's can be transferred to any job. Flexibility is therefore ensured. Growth indicates prosperity, which is reflected in increased profits from year to year.

Through providing training goal achievement enhanced. Even dissatisfaction, complaints, absenteeism, and turnover can be reduced if employees are trained well.

Future needs of employees will be met through training and development programmers. Organizations take fresh diploma holders or graduates as apprentices or management trainees. They are absorbed after course completion. Training serves as an effective source of recruitment. Training is an investment in HR with a promise of better returns in future.

An organization's training and development pays dividends to the employee and the organization. Though no single training program yields all the benefits, the organization which devotes itself to training and development enhances its HR capabilities and strengthens its competitive edge. At the same time, the employee's personal and career goals are furthered, generally adding to his or her abilities and value to the employer. Ultimately, the objectives of the HR department are also furthered.

2.6 Aims/Objectives of Training & Development

The fundamental aim of training is to help the organization achieve its purpose by adding value to its key resource – the people it employs. Training means investing in the people to enable them to perform better and to empower them to make the best use of their natural abilities. The purpose of training is to improve knowledge, skills and attitudes. This can be lead to many potential benefits for both individuals and the organization. Effective training and development program have a lot of benefits the important ones according to, (Puffer 1982:4 and Laurie 1996) are:

- Develop the competences of employees and improve their performance;
- Help people to grow within the organization in order that, as far as possible, its future needs for human resource can be met from within;

- Reduce the learning time for employees starting in new jobs on appointment, transfers or promotion, and ensure that they become fully competent as quickly and economically as possible.

2.7 Inputs in Training and Developments

Any training and development program must contain inputs which enable the participants to gain skills, learn theoretical concepts and help acquire vision to look into distant future. In addition to these, there is a need to impart ethical orientation, emphasize on attitudinal changes and stress upon decision-making and problem-solving abilities.

2.7.1 Skills

Training, as was stated earlier, is imparting skills to employees. A worker needs skills to operate machines, and use other equipments with least damage or scrap. This is a basic skill without which the operator will not be able to function. There is also the need for motor skills. Motor skills refer to performance of specific physical activities. These skills involve training to move various parts of one's body in response to certain external and internal stimuli.

Employees, particularly supervisors and executives, need interpersonal skills popular known as the people skills. Interpersonal skills are needed to understand one self and others better, and act accordingly. Examples of interpersonal skills include listening, persuading, and showing an understanding of others' feelings.

2.7.2 Education

The purpose of education is to teach theoretical concepts and develop a sense of reasoning and judgments. That any training and development program must contain an element of education is well understood by HR specialist.

2.7.3 Development

Another component of a training and development is development which is less skill oriented but stressed on knowledge. Knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like is useful for better management of the organization.

2.7.4 Attitudinal Changes

Attitudes represent feeling and beliefs of individuals towards others. Attitude affects motivation, satisfaction and job commitment. Negative attitudes need to be converted into positive attitudes. Changing negative attitudes is difficult because most of the time employees—refuse to changes, they have prior commitments and information needed to change attitudes may not be sufficient.

Nevertheless, attitude must be changed so that employees feel committed to the organization, are motivated for better performance, and derive satisfaction from their jobs and the work environment

2.7.5 Decisions Making and Problem Solving Skills

Decision making skill and problem solving skills focus on method and techniques for making organizational decisions and solving work-related problems. Learning related to decision-making and problem-solving skills seeks to improve trainees' abilities to define structure problems, collect and analysis information, generate alternative solution and make an optimal decision among alternatives. Training of this type is typically provided to potential managers, supervisors and professionals.

2.8 Employee Training and Development

Organizations are routinely valued not just on their physical but on their intellectual capital. Training is one of the chief methods of maintaining and improving intellectual capital, so the quality of an organization's training affects its value. Untrained or poorly trained employees cost significantly more to support than well-trained employees do. Training affects employee retention and is a valuable commodity that, if viewed as an investment rather than as an expense, can produce high returns.

Training is organizational effort aimed at helping employees to acquire the basic skills required for the efficient execution of the functions for which they are hired. Development, on the other hand, deals with activities undertaken to expose employees to perform additional duties and assume positions of importance in the organizational hierarchy.

Training and development are often initiated for an employee or a group of employees in order to relevantly remain in the organization, create a pool of readily available and adequate replacements for personnel who may leave or move up in the organization, enhance the organization's ability to adopt and use advances in technology because of a sufficiently knowledgeable staff ,build a more efficient, effective and highly motivated team, which enhances the organization's competitive position and improves employee morale, ensure adequate human resources for expansion into new programs, pilot or test the operation of a new performance management system,

On the other hand, training specifically initiated, as part of an overall professional development program , when a performance appraisal indicates performance improvement is needed, when special projects and programs are to be embarked upon, employees are kept current on new job-related information, thereby contributing significantly to better customer service, job satisfaction, employee motivation and morale are increased and reducing employee turnover.

2.9 Benefits of training and Development Program

The benefit of training is to increase the capabilities and potential of people by providing learning opportunities and continuous professional development opportunities. This can be ensured as far as possible that everyone in the organization has the knowledge and skills and reaches the level of competence required to carry out their work effectively (Armstrong 2005:70).

Staff training is essential for specific purposes related to given organization. You may require new workers to undertake instruction in first aid, food handling or a new booking system. Incorporating training that develops employees toward long-term career goals can also promote greater job satisfaction. A more satisfied employee is likely to stay longer and be more productive while on your team.

Training is encompassing everything that is expected for the enhancement of organizational development and competencies. In order that the total performance may be improved, organizations need to have trained and experienced people.

Sound organizations move along and administer training and development programs for the employees. These programs are purposive and meant to equip the employees with the necessary skills that are required for particular jobs. Besides, failing to reach an expected or required level of performance of the employees or declines in the productivity or changes due to technological breakthroughs also necessitate training and development programs to be administered in the organizations. Also, the complexities of various jobs emerge the importance of training and development programs.

Training is a process of learning as well as the application of acquired knowledge aiming at better performance of the employees, while development involves not only the related process but also helps the employees in building up their personalities, at the same time as, improving their progress towards the actualization of their full potentials. It is training and development programs that bring about tremendous change in terms of knowledge, attitudes and behavior of the employees. Owing to these programs, the employees are not only well acquainted with what is expected of them and how they need to enhance their skills and competencies but also it is a way to achieve overall organizational development, effectiveness and efficiency in a desired manner.

Management appoints leaders, the managers, who influence the employees so that they can make goal directed efforts to produce the desired results. They inspire the employees for the accomplishment of organizational goals. They build up competencies and ethical standards. They direct the employees towards defined objectives of the organization while providing effective training and development programs. They enthuse and motivate them so that the tasks can be carried out effectively and efficiently.

The sole purpose of training and development programs is to build the necessary skills of the employees and to create positive feelings among them. It's a fact to the supposition that man can do things what he believes he can. Thus, a true leader is the most influential person to build self-confidence of the employees. He is a source of inspiration to his subordinates. He strives to instill the team spirit by making his members believe that they are capable of doing challenging tasks. This is how the employees learn many things and develop their

personalities while improving organizational competence under the healthy environment of an organization.

A trained and skilled employee is far better than those untrained and unskilled. He becomes competent and performs his assigned task independently. As an illustration, once an untrained employee asked his friend who was trained, "After all what you learn by training program? I don't think it's of any worth." He replied jokingly, "We are trained even how to ask questions and the art of effective communication which you seem to be lacking." In fact, it's funny instance but it reveals the fact as training is all encompassing - it covers all necessary skills of the employees required in the workplace while motivating them to work in a desired and capable manner.

The major benefits of training and development programs are that the employees who are trained need lesser supervision than those who are not. A trainee acquires new knowledge, skills and attitudes and applies them in job situations. Training is a way to create the confidence among the employees so that they can operate the tasks without any obstruction with all efficiency and effectiveness. To conduct such programs is to save money because a company is likely to bear heavy expenditure on hiring new employees. It is also one of the best ways to expand the span of management (E Nicks, Martice 2008)

Generally, training optimum utilization of HR in other words training and development helps in optimizing the utilization of human resource that further helps the employee to achieve the organizational goals as well as their individual goals. It helps to provide an opportunity and broad structure for the development of human resources' technical and behavioral skills in an organization. It also helps the employees in attaining personal growth. Training and Development helps in increasing the job knowledge and skills of employees at each level. Thus, it increases the efficiency of employees and as a result that helps the organization further to achieve its long-term goal. It builds team spirit which helps in inculcating the sense of team work, team spirit, and inter-team collaborations. It helps in inculcating the passion to learn within the employees Moreover, it creates organizational culture ultimately helps to develop and improve the organizational health culture and effectiveness. It helps in creating the learning culture within the organization.

2.10 Employee Training and Development Process

The need for staff training can be identified in a number of ways, such as during interviews, through feedback from colleagues, by competence or knowledge tests, by observing work taking place, or from appraisal documents or CVs. Skills and knowledge audits and a SWOT analyses are well-known techniques that can be used for self-assessment as well as for identifying the needs of individuals and groups.

Many authors try to classify the process of training in different broad categories. Stephen Gibb (2003:31), classifies the process of training in four categories. There are assessing training development needs, training and development design, training and development delivery and evaluation of training and development analyzed the interdependence of the categories in the following diagram.

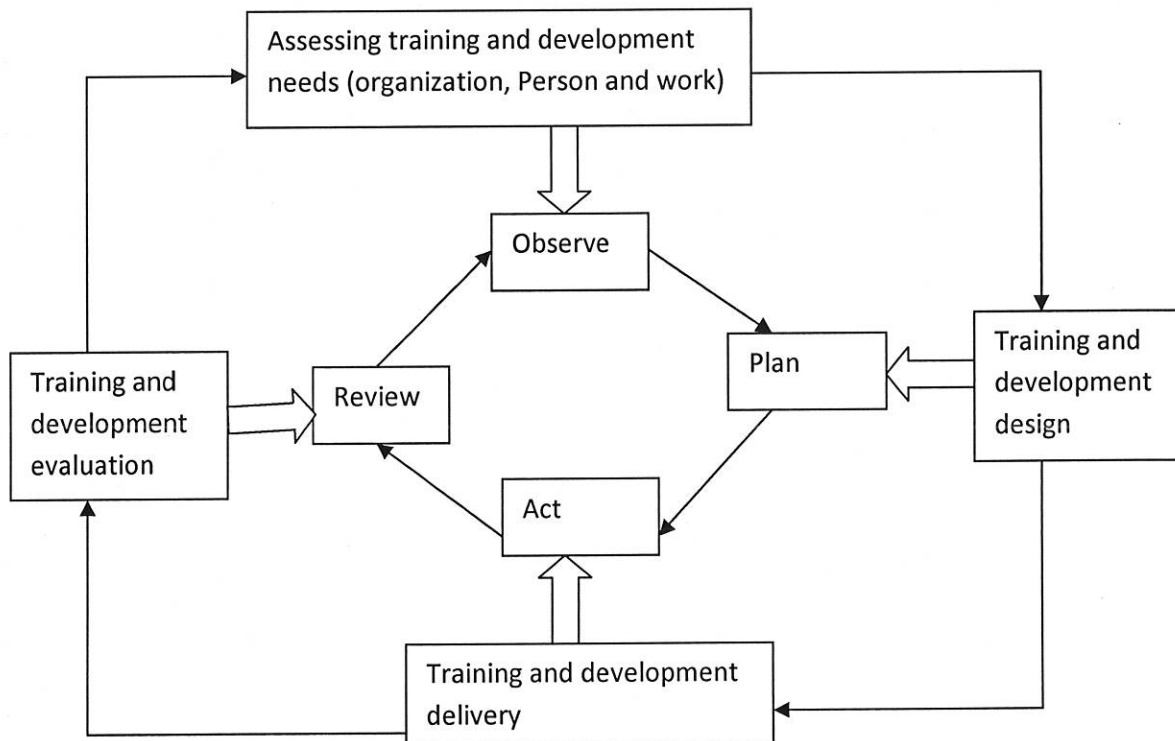


Fig1: The training and development process

Source (Gibb, 2002:31)

According to <http://www.articlesbase.com>, which was posted: Apr 17, 2008 summarizes the training process in 5 steps. These are analyze-analyzing the need, or performing a “needs assessment”, design this- phase is where we link the needs assessment to the actual creation of new curriculum or the arrangement of existing curricula, develop Materials/modules, Implementation-this is when the training actually takes place and evaluation

2.10.1 Training Need identification

Analyzing the need, or performing a “needs assessment,” is crucial in identifying the information that must be addressed in the program. This is where we ask the question, “What do we want our employees to get out of the program?” A great way to complete this phase is to perform a “gap analysis” by comparing current results to the desired performance. Another way to perform this phase is to treat team members as stakeholders in the process, much like we treat customers. Get their help by asking for specifications for the training. After all, they know where they need help...particularly when it comes to delivering a better product or dealing with customers. This analysis is also useful in creating metrics that will help your organization gauge the effectiveness of the training. This phase is where training program objectives begin to take shape (Foster, 2010).

Before the training programs being implemented, the need of training is identified. It is ensured whether training can serve the purpose. Depending upon the needs of various jobs, different methods of training programs are conducted, such as, on-and-off the job methods, special lectures, conferences and seminars

The purpose of on-the-job method is to involve the employees in learning while they are at work, whereas through off-the-job training program, the employees need to leave the work place so as to spend the required duration in the learning process. Special lectures are meant to create the awareness of fundamental knowledge.

Training needs can be assessed by analyzing three major human resource areas: the organization as a whole, the job characteristics and the needs of the individuals. This analysis will provide answers to questions like, where is training needed? what specifically must an employee learn in order to be more productive? and who needs to be trained?

Begin by assessing the current status of the company how it does what it does best and the abilities of your employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of a training program can be evaluated. Your firm should know where it wants to be in five years from its long-range strategic plan. What you need is a training program to take your firm from here to there.

Second, consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop a solid training program will fail.

Next, determine exactly where training is needed. It is foolish to implement a companywide training effort without concentrating resources where they are needed most. An internal audit will help point out areas that may benefit from training. Also, a skills inventory can help determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development.

Once you have determined where training is needed, concentrate on the content of the program. Analyze the characteristics of the job based on its description, the written narrative of what the employee actually does. Training based on job descriptions should go into detail about how the job is performed on a task-by-task basis. Actually doing the job will enable you to get a better feel for what is done.

Individual employees can be evaluated by comparing their current skill levels or performance to the organization's performance standards or anticipated needs. Any discrepancies between actual and anticipated skill levels identify a training need.

2.10.2 Planning of training

The planning phase is where we link the needs assessment to the actual creation of new training or the arrangement of existing training contents. From the needs analysis, we draw the blueprints of the training, based on the employees' specifications. If we design the training based on their needs, we get a better product. This is also the phase where we begin to think

about the operational considerations of the program. Ask the question: How is the delivery of the program going to influence my operations? The answer to this question will force functional managers to make decisions about how they will change operations in the acting to support the program. With regard to organizational operations, it is better to begin the decision-making process now rather than when the implementation phase is coming up (Foster, 2010).

The purpose of planning is to establish objectives and translate them in to schedule of operational activities set for a period of time and this will permit budgeting and the distribution of resources.

As indicated in Daft (2003:226) currently the process of planning is changed. Traditionally, planning has been the domain of managers; however, today's work place managers are not the only responsible in the planning aspect since every stake holders become involved in the planning process.

This phase of training typically includes identifying learning objectives (which culminate in reaching the learning goals), what strategies and activities are needed to achieve the objectives, what resources (money, supplies, facilities, etc.) might be needed, any lessons and the sequence of lessons, etc.

Generally, the purpose of planning is to establish objectives and translate them in to a schedule of operational activities set of period of time and this will permit budget and the distribution of resources. An organization should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Firms that plan their training process are more successful than those that do not. Most organizational managers want to succeed, but do not engage in training design that promise to improve their chances of success.

2.10.3 Implementation of training

Implementation of training is the stage where training program are put in to practice. This involves conducting of a training program in accordance with the design program.

Implementation involves three activities .Planning implementation program, preparing and organizing program activities and executing the program (Campagna 1998:128)

In the process of training and development implementation involves the selection of the content of the training program, the selection of qualified trainers and identification of training methods. Moreover training resources mainly include human, financial or operational budget are material resources should be ready for the specific training.

After the material resources available the training carried out .the instruction should be given completely ,clearly and patiently and free flow communication and participation should be encouraged ,forwarding some questions are essential The other part of this phase is developing training report

A training analysis is conducted ultimately to identify training goals, that is, what areas of knowledge or skills that training needs to accomplish with learners in order that learners can meet organizational goals (usually in terms of a performance standard).

Usually this phase also includes identifying when training should occur and who should attend as learners. Ideally, criteria are established for the final evaluation of training to conclude if training goals were met or not.

Note that employees can require training for a variety of reasons, which usually fall into two categories. First, Training to fill a "performance gap" as identified during the performance management process. The second, training to fill a "growth gap", that is, to be promoted or be able to fill another open position in the organization

2.10.4 Evaluation of training

Evaluation involves assessing the extent to which training and development efforts contribute to improved performance and results. Evaluation of training and development effectiveness is the most the most critical phase is not only assess the quality of training imparted but also to see what future changes in training plan should be made to make it more effective (Saiyadaih, 2003:251). The training evaluation consists of an evaluation various aspects of training

immediately, after the training is over and judging its utility to achieve the goal of the organization.

According to (Saiyadaih 2003:155, Kumar 2000:155), immediate evaluation of training and development refers to reaction of the participants as to how have they found a particular training program. These usually done at the end of training session where participants are asked to fill a questionnaire

Several methods have been tried to test whether changes/improvement have been brought about by training or not. These methods consists of the behavior of employee on the job evaluation by supervisors, peers, subordinates, self evaluation and qualitative and quantitative improvement in his/her output (Saiyadaih,2003 :252).

Training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals.

2.10.5 Management of training

2.10.5.1 Trainers

Who actually conducts the training depends on the type of training needed and who will be receiving it. On-the-job training is conducted mostly by supervisors; off-the-job training, by either in-house personnel or outside instructors.

In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. These supervisors should be taught the techniques of good training. They must be aware of the knowledge and skills necessary to make a productive employee. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can

be used to influence the productivity of their departments. They also must be aware of how adults learn and how best to communicate with adults. Organizations need to develop their supervisors' training capabilities by sending them to courses on training methods. The investment will pay off in increased productivity.

Organizations can also use outside training specialists, however. their limited knowledge of the company's product or service and customer needs has an effect . These trainers have a more general knowledge of customer satisfaction and needs. In many cases, the outside trainer can develop this knowledge quickly by immersing himself or herself in the company prior to training the employees. Another disadvantage of using outside trainers is the relatively high cost compared to in-house training, although the higher cost may be offset by the increased effectiveness of the training.

2.9.1.2 Selection of Trainees

The employees are the agents that are needed to be trained and developed in order to meet the changing demands of the industry. The employees will need to constantly be updated of the new trends needed in the organization in order to keep up in the system. Employees should check on their interests and skills and if they are in line with their objectives.

The employee should not only be the recipient of change but also an agent of change in the organization. The employee must take the initiative to improve their skills and knowledge essential for their career growth. The employees should expressed support to the activities for a win-win situation for the workforce and the organization that will yield to the realization of the employees' full potential and getting the edge to face the demands of the work environment. The job satisfaction, higher productivity and harmonious relationship in the workplace will eventually follow (E Nicks, and Martice 2008)

Once the organization identifies training need to satisfy the gap the next that have decided is what training is necessary and where it is needed, the next decision is who should be trained? For an organization with budget constraint, this question is crucial. Training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained.

Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program (E Nicks and Martice 2008).

Whoever is selected to conduct the training, either outside or in-house trainers, it is important that the organization's goals and values be carefully explained

2.10 Human resource Training and Development in the Ethiopian context

Public sectors are government entities through which the government delivers its services to the public and implements its programs. Various training programs are usually hosted by public sectors for the reason that they need to promote the competencies of their personnel to effectively and efficiently discharge their responsibilities to the public they serve.

According to Meheret and others (2005:16-17) in planning and developing public sector human resource training program both the government of Ethiopia and donors view the evident lack of capacity within federal, regional and local governments as a major obstacle to development requiring urgent attention.

In Ethiopia the practical efforts of civil service training dates back to the government order of 1961 passed to provide for the creation and function of the Imperial Ethiopian Central Personnel Agency as a result of which training departments was established in government offices with the aim of assessing public servants at all levels to perform their works efficiently and to develop their personal capacities (Negarit Gazeta ,order No.23).

In Ethiopian context, in the early 1990s, the government identified the need for strengthened, re-oriented and revitalized human resource training as a key to success of socio-economic policies and strategies .The need was felt during the transitional period (1991-1994) when a serious shortage of trained, able and adaptable workforce and leaders at different levels within the new government structure was encountered (Teshome, 2005:3)

The endeavor accompanied by the government of the Federal Democratic republic of Ethiopia establishing the Ministry of Capacity Building (MoCB) by 2001 to work on key areas of capacity building in the country. The ministry on its part, established its counter parts at region, zone and woredas to facilitate the work of capacity building to effectively execute government program and organizational objectives at different hierarchies in the country (MCB,2002:1-2)

In 2002 More recently the government of the Federal Democratic Republic of Ethiopia made a proclamation stressing on the importance of building the capacity of civil servant thereby improving their performance that enable them to be competent and able to advance through their career development ((Negarit Gazeta ,2002, No 262).

In its attempt to address such an age-old ailments (Human Resource deficiency) the government has been trying its best to build the capacity of the civil service since its regime to power. As part of such a concerted effort the government has launched massive civil service reform program. An essential component of the reform is the provision of training and development to the civil servants with the view to build human resource capacity of the country (FCSTDP, 2007:4).

The Ethiopian government has provided greater attention to improve the capacity of civil servants and thereby to achieve better performance and prepare them to higher responsibility based on career development (Federal Nigarit Gazeta 2002, No .8) with the objective all government offices are provided with the duties and responsibilities to build the capability and potentials of their employee and managers through training needs of its office and the civil servants and preparing the necessary plan and budget for training and development program. However, currently the human resource training and development practice in Ethiopia face a number of problems. Its problem starts right from its policy.

The FCSA training and development (FCSTDP) document (2007:76) indicates many problems regarding training and development practices in the civil service institution. The document further states, although training and development programs can contribute to

organizational effectiveness , civil service institutions traditionally have paid comparatively little attention to this programs. Regarding this the document reveals:

The civil service is still faced with the following problems like absence of clear cut training and development policy, haphazard and unsystematic way of conducting training, absence of training and development departments in public organizations, absence guidance for training need analysis, weak collaboration between training and development institution with the clients, misplacement of priority areas of training and development.

In support of the above idea Mathis and Jackson (1997:326) identifies human resource training and development activities in an organization factors that influence. Among the problems most of them are resulted from inadequate planning and lack of coordination of efforts.

2.11 Problems of Training

Human resource training in organizations can be influenced by different factors. Human resource training efforts are subjected to certain common problems are resulted from inadequate planning and lack of coordination of efforts Mathis and Jackson (1997:336)identified common problems in human resource training are inadequate need analysis trying out fed programs or training methods, abdicating responsibility for development to staff, attitude of managers availability of resources and financial problems.

Trainers or managers lack of support and commitment is another hindering factor of the success of training. Many managers and trainers often lack sense of dedication and commitment to their jobs and conduct training in a perfunctory manner (Sah 1991:37). In support of this Dwivedi (1984:37), states that the basic problems of training and development caused by untrained top, confused middle and frustrated bottom in the management hierarchy that provides superficial commitment to Training and development, Likewise ,Pigors and Myers (1981:86)demonstrate that training and development activities need support of managers at all levels ,particularly top level management .Therefore, intruder to make training and development successful, managers and trainers should commit and devote their time and energy to the operation of the program

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Methodology

The study is designed to examine problems related with the practices, of training delivered by the education bureau and its challenges and prospective. The descriptive survey method was used to conduct this study. This method is selected in such a way that it enables the researcher to collect data about the problem encountered in the region and the actual practices in every organization under the structure of the education bureau perform regarding employees training and development process. Thus, the design helps to identify the challenges and the prospective of the program in every level of regional education system and the education bureau itself.

3.2 Source data

In this study the primary data pertaining to this study was obtained from higher officials and performers in the regional education bureau; ZED and WEO heads and performers, and secondary school principals and vice- principals. in consequence, REB head and vice- heads were interviewed, process owners of the bureau was participated in the FGD session and performers participate through questionnaire. Similarly, ZED and WEO heads and performers, and secondary school principals and vice- principals' bring their views and information through questionnaire.

Whereas the secondary data source of this study are training manuals and regulations used by the bureau, strategic and annual plans of the bureau, zone and woreda education offices. Annual and quarter reports of the bureau, zone education department and woreda education offices also served as secondary sources of data.

3.3 Sample population and Sampling techniques

In the Benishangul Gumuz region education bureau there are three zonal education departments, twenty woreda education offices and .43 secondary schools found under its supervision.

To make the sample manageable and representative out of the total 20 woreda education offices 8 (40%) was selected using simple random sampling method. All 3 (100%) zone education department selected by purposive sampling technique by taking in to consideration that the zones have got emphasis and recognized to implement BPR and at the same time it is manageable.

Purposive sampling technique was employed to select processes structured in the regional education bureau in order to solicit information from conversant ones. Thus, among 9 process found in the region education bureau 6 were selected. In these processes currently 32 performers with their process owner are working. Again out of the total population 6 process owners made participate in the FDG part of the instrument. Therefore, the remaining total population was 26. Out of these 26 performers working in these sample process 18 (69.2 %) of them were selected and included using simple random sampling and quota technique

In the sample woredas; 8 woreda education office heads and 40 team leaders and performers are working. Therefore, a total of 48 populations were found in the sample area and all the population were taken as a respondent because the number is manageable for managing. Here we should note that administrative staffs working in this sample woredas were not included in the population as well as sample.

Similarly, all three ZED heads and performers are also included in the study. As shown in table 1 the total number of available respondents in the three zones was 12, out of these 3 were heads of ZEDs and the rest 9 were performers. The researcher observed during data collection there are vacant positions in the ZEDs and WEOs. This might be because of the REB implement BPR in the near past. The

Regarding the secondary schools Out of 43 schools found in the region 11(25.6 %) Secondary schools (Three preparatory and 8 general secondary schools) selected using simple random sampling technique. In these schools 22 respondents were selected using purposive sampling technique.

Table 1 Sample Respondents and population frame

S.NO	Category	Expected Respondents	Frequency		Position	Instrument
1	REB	1	1	100%	head	Interview
		2	2	100 %	Vice-heads	Interview
		6	6	100 %	Process owners	FDG
		20	18	90%	Performers	Questionnaire
2	ZED	12	12	100 %	Heads and performers	Questionnaire
3	WEO	48	40	83.3 %	Heads and performers	Questionnaire
4	Secondary schools	22	22	100%	Principals, Vice-principals or unit leaders	Questionnaire
Total		111	102	91.89 %		

As shown in the table totally 111 respondents were expected to deliver information through different data gathering instruments. All of the respondents expected to attain the interview and focal group discussion were participated in their respective instrument forwarded. Similarly, the zone education department and secondary school sample respondents replied through the questionnaire provided to them. In the questionnaire part of the instrument all the bureau and woreda respondents were not return the questionnaire. As a result, among the respondents (102) of them expected to respond through questionnaire 92 (nearly 93 %) were returned.

Table2: Respondents place of work

Frequency Variables	Expected respondents	Frequency	Percent
Region	20	18	19.6
Zone	12	12	13.0
Woreda	48	40	43.5
School	22	22	23.9
Total	102	92	100

The other information to be clear is observed from table 2, of the 92 respondents who answered the specific question about place of work to have information about how much of the respondents were at the different levels share to provide information to the study. In this regard, 18 (19.6%) working in the REB 12(13.0%) in the ZED, 40 (43.5%) are working in the WEO and 22 (23.9 %) working in secondary schools. It is therefore, woreda dominated respondents were participated. It is in turn therefore, helps to get grass root level information because the schools are very near to woredas than the ZED and REB.

Benishangul Gumuz region education bureau implemented the Business Reengineering Process (BPR) at the end of 2010. At the regional level five core and four supportive processes has launched. At the zonal and woreda level all the five core process had the same structure as the REB, but among the supportive processes 'the planning and resource mobilization' strongly started at both the ZED and WEO. Therefore, the respondents at every level selected from the five core process and one supportive process.

3.4 Instruments of data collection

In order to gather information pertaining to the subject of the study questionnaire, interviews and focal group discussion developed and administered based on the basic research questions. The questionnaires designed as the main data gathering tool in the study since it enables to collect data from a large group of people within a short period of time. The questionnaire contains both close ended and open ended questions. This questionnaire designed for the regional Education bureau performers, Zone and woreda education heads and experts, secondary school principals and Vice-principals.

The interview part used as an instrument to collect useful information from the higher officials of education bureau in order triangulate data gathered through other instruments,.

The group focus discussion instrument was conducted with process owners of the regional education bureau..

3.3 Data Analysis Method

The data collected in this study is mainly qualitative in its nature. Data gathered through questionnaire were tallied tabulated and analyzed using SPSS. Thus, Percentage and

frequency counts employed to analyze various characteristics of the sample population. This statistical tool helps to determine the relative standing characteristics such as sex, age, level of education and work experience of respondents. It was also calculated to determine the proportion of respondents at issues and to compare the results for judgments. Moreover, mean weight also employed to see whether there are differences among respondents. Finally, one way ANOVA employed to determine the significance difference between educational leaders and experts, and among experts of different departments.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.1. Introduction

This part of the study deals with the presentation and analysis of data collected from the sample respondents using questionnaires, interviews and focal group discussion guides. A total of 102 copies of questionnaires were dispatched for sample respondents through hand delivery. Out of these 92 (nearly 93 %) was returned. Secondly, the interview was held with the head and Vice-heads of REB. Finally, the Focus group discussion was conducted with 6 Process owners in the REB

The chapter presents the characteristics of the respondents, followed by Analysis of the data under pertinent issues of inquiry. In the course of presentation and analysis questions that have common content from the instruments have been brought together to have synchronized ideas. Finally, the data collected through Interview and FDG had been used to triangulate the responses obtained by questionnaire.

4.2 Personal Data Of Respondents

In this sub section of the chapter respondents age, sex, service in current position, total work experience and qualification have been presented hereunder.

Respondents Age category

As the data in table 4: depicts the distribution of respondents' age category respective of their work place. According to the table the highest frequency 8 (44.4 %) of the region education bureau respondents fall between 20-25 years old. While the zone respondents the highest frequency found on the other extreme of age category that is 5 (41.7%) fall between 36-40 years. On the other hand, the woreda and school respondents highest frequency fall on the same age category i.e. 14 (35 %) and 13 (51.1%) between 26-25 years respectively. Generally the data shows that the employees in every level distributed at each level. Therefore the respondents are comprised of the youngsters who have energetic initiative to deliver information and others who have life and work experience to give responses accordingly.

Here one can infer that there are employees who are newly join the system and the majority had the experience about the activities implemented, and the availability and implementation of policies, manuals, rules and regulations in the REB..

Table 3 Characteristics Respondents

S. No	Personal Data		Respondents							
			Region N=18		Zone N=12		Woreda N=40		Schools N=22	
			No	%	No	%	No	%	No	%
1	Respondents age Category of age	20-25 years	8	44.4	3	25	6	15	1	4.5
		26-30 years	4	22.2	1	8.3	14	35	13	59.1
		31-35 Years	2	11.1	3	25	8	20	6	27.3
		36-40 years	3	16.7	5	41.7	6	15	1	4.5
		41 and above years	1	5.6			6	15	1	4.5
Total			18	100	12	100	40	100	22	100
2	Sex	Male	17	94.4	11	91.7	36	90	22	100
		Female	1	5.6	1	8.3	4	10		
Total			18	100	12	100	40	100	22	100
3	Service in current Position	1-3 Years	18	100	12	100	40	100	14	63.6
		4-6 years							8	36.4
		7-9 years								
		10 and above years								
Total			18	100	12	100	40	100	22	100
4	Total work experience	1-5 Years	8	44.4	1	8.3	6	15	7	31.8
		6-10 years	4	22.2	2	16.7	14	35	6	27.3
		11-15 years	2	11.1	2	16.7	8	20	7	31.8
		16-20 Years	3	16.6	3	25	6	15	2	9.1
		21 and above	1	5.6	4	33.3	6	15		
Total			18	100	12	100	40	100	22	100
5	Educational status	Second Degree	2	11.1					1	4.5
		First Degree	16	88.9	8	66.7	28	70	21	95.5
		Diploma			4	33.3	12	30		
Total			18	100	12	100	40	100	22	100

As can be seen from table the share of female performers is almost zero except at the woreda level. According to the data 1 (5.6%), 1 (8.3) ,4 (10%) of the REB,ZED and WEO respondents were females. However in the secondary schools there were no female principal or vice principal. It is therefore, male dominated bureau. The case could be due to the long lived gender gap among employees in the region. Particularly the situation more sever when go up to the

given organization hierarchy which requires high level qualification and also in the leadership positions at any level.

Regarding respondents' service in their current position the data in table 3 shows that all of the respondents working in REB, ZED and WEO have 3 and below years work experience. Although the majority of respondents from schools have the same work experience with others, 8 (36.4%) of them are working in the category 4-6 years. This implies that most of the heads or performers had less experience in the system and they require skill and knowledge to perform efficiently and give technical assistant for those qualified and experienced employees under their supervision. This condition might be because of the BPR implemented in the near past in the region.

The respondents experience in their current position is almost in the same category which is between 1-3 years. This does not mean that the respondents have this much year work experience. As it is clearly shown in total work experience in the table above indicates a difference between the two items. Thus, most of the respondents working at any level have a total work experience above 6 years. This implies that even though respondents have few years experience in their current position, they have better total experience to deliver required information about the issue raised.

4.3 Analysis of the major data

4.3.1 Training need assessment

Training need assessment is one of the most important steps in training and development program(Rae,2003:1).Under this issue a" yes" and" No" question presented to assure whether the bureau conduct need assessment before organizing a training. Respondents whose answer is "yes" required to indicate their level of agreement as it is shown in table 4a

Table 4a shows that, the respondents reported the availability or absence of need assessment before preparing a training program. Accordingly, 36 (39.1 %) assures as there were no need assessment conducted to identify the gap that should be capacitated. The region respondents who are working where the need assessment expected to be carried out nearly one-fourth of them assure the experience of training need assessment practice. While the other three-fourth of the respondents responded as no training needs assessment were conducted. On the other

hand 31 (33.7%) reply training needs assessment were conducted to identify existing gaps. There are 25 (27.25%) respondents who have no idea whether the REB conduct training needs assessment or not.

Table 4a: Description of training need assessment

Item	Reponses	Region		Zone		Woreda		School		Total	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Does the Region Education Bureau conduct Training need assessment before planning?	yes	5	27.8	6	50	14	30	6	27.4	31	33.7
	No	12	66.7	4	33.3	20	50	2	9	36	39.1
	I don't know	1	5.6	2	16.7	8	20	14	63.6	25	27.2
	Total	18	100	12	100	40	100	22	100	92	100

Table 4a shows that, the respondents reported the availability or absence of need assessment before preparing a training program. Accordingly, 36 (39.1 %) assures as there were no need assessment conducted to identify the gap that should be capacitated. The region respondents who are working where the need assessment expected to be carried out nearly one-fourth of them assure the experience of training need assessment practice. While the other three-fourth of the respondents responded as no training needs assessment were conducted. On the other hand 31 (33.7%) reply training needs assessment were conducted to identify existing gaps. There are 25 (27.25%) respondents who have no idea whether the REB conduct training needs assessment or not.

The region education bureau is the responsible institution to conduct the training need assessment to deliver trainings which makes a difference in its goal achievement. Likewise, more than half of region education bureau respondents Support the idea that states the REB was not conduct training needs assessment before employees training design and other proceeding phases. The response provided by respondents who are working at lower levels of the bureau, woreda and school, shows the availability of training need assessment. This might be information gap or lack of knowledge about training need assessment.

During the interview session this was one of the issues that had got the lion share of the interview time in all interviewees. All of the interviewees in similar voices assure that the REB didn't conduct training needs assessment because of different reasons such as time , lack of clear assignment to concerned department, lack of system developed and etc

Similarly, the FDG participants come up on a consensus that the trainings provided by the education bureau was not based on need assessment instead most of them are fund oriented. This is because of no department owned this the human resource development section with full authority, responsibility and accountability.

Therefore, the interview and FGD result as well as the information from the table above reveals training need gap was not identified through need assessment to plan trainings for the target group.

Table 4b: Views on Training Needs Assessment

S.NO	Items	Level of agreement	Freque	Percent
1	The REB has workable clearly sets procedures for training need assessment	Strongly disagree		
		disagree	14	45.16
		undecided	10	32.26
		Agree	7	22.58
		strongly agree		
	Total	31	100	
2	Training needs assessment is conducted based on information gathered at concerned people.	Strongly disagree		
		disagree	9	29.03
		undecided	12	38.71
		Agree	10	32.26
		strongly agree		
	Total	31	100	
3	Training needs assessment made on a continuous trend	Strongly disagree	11	35.48
		disagree	16	51.62
		undecided	2	6.45
		Agree	2	6.45
		Strongly agree		
	Total	31	100	
4	Training needs assessment is conducted targeting organizational goals and objectives	Strongly disagree	1	3.23
		disagree	4	12.9
		undecided	15	48.39
		Agree	11	35.48
		strongly agree		
	Total	31	100	
5	Training needs assessment is conducted respective of every process.	Strongly disagree	13	41.94
		disagree	10	32.26
		undefined	8	25.8
		Agree		
		Strongly agree		
	Total	31	100	
6	The trend shows the training needs identified are hindrances of organizational goals achievement	Strongly disagree		
		disagree		
		undecided	2	6.45
		Agree	26	83.87
		strongly agree	3	9.68
	Total	31	100	
7	Results of training needs assessment serve as input for decision making	Strongly disagree	2	6.45
		disagree	1	3.23
		undecided	3	9.68
		Agree	18	58.06
		strongly agree	7	22.58
	Total	31	100	

Data presented in table 4b, shows the current practices of the REB regarding the pre-activities to conduct trainings for its employees. As discussed in table 4a question was presented which lead to respond to their level of agreement as shown in table 4b. Although 36 (39.1 %) responded as there was no training need assessment, 31 (33.7%) of the respondents again rate their level of agreement on items presented indicates the presence of need assessment.

Assuming that relatively similar weight of the response given not that much affect the results, from the above table of item 1, the rating of respondents shows that 14(45.16 %), 10 (32.26 %) and 7 (22.58 %) disagree, undecided and agree respectively. This implies that even if respondents believe the presence of training need assessment before training being planned to be delivered, nearly half of them (44.4%) disagreed on the issue that says 'REB clearly sets procedures that guides training need assessment'. This in turn implies that respondents' lack tangible information about how, by whom and when the training need assessment carried out.

Regarding item 2, 9 (29.03 %) of the respondents disagree on whether "the bureau conducted training needs assessment on gathering information on concerned groups" or not. Followed by 12 (38.71%) of respondents undecided to say on the issue raised above. A great number, 10 (32.26%) of respondents agree on the issue.

Therefore, from the above data we can observe that almost two third of the respondents in doubt whether the need assessment conducted lie on information gathered from concerned group or not. While others believe that the REB conduct training need assessment collecting data from concerned body.

The work force of an organization in this dynamic world requires continuous capacity building programs. Cognizant of this, gap identification should be conducted in continuous basis. Accordingly, issues regarding the frequency of training need assessment rated by respondents as shown in item 3 of the table and the result indicates 11 (35.48 %) and 16(51.62 %) strongly disagree and disagree respectively. The same number of respondents rate undecided and agree, 2 (6.45 %), on the frequency of need assessment. In this data one can understand that the need assessment carried out by the REB is not in a continuous basis.

Training is organized to make the organization productive and competitive by coping up with an certainty. Draffe (2008:393) states about the situation by saying training make a change easier for people to accept because it reduces the fear and uncertainty that accompany many changes. So training should concentrate on dynamics that disturb the process of achieving organizational goal. Accordingly when training gap identified, the organizational goals and objectives set as a criteria for check list development.

However, in table 4b of item 4 shows, 1 (3.23 %), 4 (12.9%), 15 (48.39 %) and 11 (35.48%) of the respondents respectively reported that they strongly disagree, disagree, undecided, agree on the issue 'Training needs assessment is conducted targeting organizational goals and objectives presented.'

Generally, this implies that almost half of the respondents argued that the needs assessment was carried out arbitrarily without taking the goals and objectives of the organization as a benchmark.

A training need is the gap between what somebody already knows, and what they need to know to do their job or fulfill their role effectively. Individual workforce in a process has an effect on a team work in the process.

The structure of the REB, ZED and WEO has changed because of BPR. As a result, Core and sub process are structured at each level of the REB that performs Specific activities. In this processes roles and activities that requires respective Knowledge and skill set under each one. If every process has unique activities that exclusive knowledge and skill, training need assessment should be conducted in each process separately to identify gaps. According to item 5, the majority of the respondents, 13 (41.94%) strongly disagree on the issue which states 'Training needs assessment is conducted respective of every process'. 10 (32.26%) and 8 (25 %) of the respondents reported disagree and undecided respectively.

Training needs can be assessed by analyzing three major human resource areas: the organization as a whole, the job characteristics and the needs of the individuals. This analysis will provide answers to the why for whom and when questions. However, from the information above one can observe that training needs assessment conducted only on the entire organization as a unit.

Regarding item 6 of table 4b, the majority of the respondents 26 (83.87%) agreed on training needs identified are hindrances of organizational goals achievement. In addition 3 (9.68 %) respondents strongly agree on the same issue raised above. While 2 (6.45 %) have no idea about the needs identified had an impact to achieve organizational goals. From this data one can understand the training needs identified using different instruments negatively affect the achievement of organizational goals. This again implies that the identified gaps should be filled through trainings to capacitate the work force in such a way that the gap between what actually is and what would be expected minimized.

The last item of the same table that states, results of training needs assessment serve as input for decision making rated by respondents. Thus, more than half 18 (58.06 %), 7 (22.58 %) agree and strongly agree respectively. others 3 (9.68 %) , 1 (3.23 %) and 2 (6.45 %) reported as undecided and disagree and strongly disagree respectively.

Therefore from the data above one can infer that the REB uses results of needs assessment for decisions about trainings

Table 4c: Average means rating of Views on training need assessment

S. No	Items	Respondents	Number	Mean	St. Deviation
1	The REB has workable clearly sets procedures for training need assessment	Region	5	2.4	0.548
		Zone	6	3.25	0.5
		Woreda	14	3	0.858
		School	6	2.29	0.756
		Total	31	2.81	0.822
2	Training needs assessment is conducted based on information gathered at concerned people.	Region	5	3.2	0.447
		Zone	6	3.75	0.957
		Woreda	14	3.1	0.852
		School	6	2.57	0.787
		Total	31	3.08	0.841
3	Training needs assessment made on a continuous trend	Region	5	1.2	0.447
		Zone	6	2.25	0.5
		Woreda	14	2	0.858
		School	6	2	1.155
		Total	31	1.92	0.874
4	Training needs assessment is conducted targeting organizational goals and objectives	Region	5	3.8	0.447
		Zone	6	3.75	0.5
		Woreda	14	2.85	0.875
		School	6	3.14	1.069
		Total	31	3.14	0.899
5	Training needs assessment is conducted respective of every process.	Region	5	1.2	0.447
		Zone	6	1.5	1
		Woreda	14	2.3	1.031
		School	6	1.86	0.378
		Total	31	1.97	0.941
6	The trend shows the training needs identified are hindrances of organizational goals achievement	Region	5	4.2	0.447
		Zone	6	4.25	0.5
		Woreda	14	4.05	0.394
		School	6	3.71	0.488
		Total	31	4.03	0.446
7	Results of training needs assessment serve as input for decision making	Region	5	1.4	0.894
		Zone	6	2.25	1.5
		Woreda	14	4.05	0.394
		School	6	4.43	1.134
		Total	31	3.56	1.319

Key: Mean 0-1= strongly disagree; 1.1-2=disagree 2.1-3=undecided; 3.1-4= agree and 4.1-5= strongly agree

In table 4c, the mean rating on the views of respondents shows the number of respondents who accept the practice of conducting training needs assessment respective of their place of work and indicates the variation or similarity of their response against each item.

Regarding item 1 of the above table the Mean rating of zone respondents exceed compare with the total mean of the respondents. However the mean result of regional respondents is the least of all. Therefore, one can say that the zone respondents may lack information about the availability or absence of procedure manual that helps to conduct training needs assessment.

Regarding the collecting of relevant data to conduct training needs assessment secondary school respondents rate below the average weighted mean of the total respondents. This might be the confusion made because of lack of evidence whether data were collected using instruments valid to this purpose or not.

The mean rating about the issue that reflects how often the training needs assessment taking place score of region respondents is the lowest. Moreover the deviation from the total means increase when we go down from the region. This implies that those who has the information knows how often training needs assessment taking place.

The other surprising mean rate scored was for the item that states “the results of need assessment serve as input for decision making’. In this view the region respondents mean is far away from the rest. The result implies that the results were not serving as an input for decisions made to plan and implement trainings.

Generally from the above weighting mean one can conclude that the REB lack clearly set procedures, need assessment instruments were not employed, training needs assessment were not taking place in a continuous basis. Organizational goals were not benchmarks for needs assessment and final results of the assessment were not serving as an input for future training design.

4.3.2 Training policy and planning

Policy is a document that outlines the department’s mission statement, objectives, customers, and actual policy items. An effective training policy Provides guidance for allocating department resources such as trainers, money, and time, gives a broad direction to training activities ,outlines the authority given to the training department, as well as the limits to that authority UNESCO1994 (30-35).

Every organization should have a well established training policy. Such a policy represents the top management’s commitment to the training of the employees and comprises rules and procedures governing the standard and scope of training (Kumar, 2000:42).

According to the web site, <http://em.wikipedia.org.>, A plan is typically any diagram or list of steps with timing and resources, used to achieve an objective. The term planning implies the working out of sub-components in some degree of elaborate detail.

Table 5: Views on the Training Policy

S.No	Items	Responses	Frequency	Percent
1	The REB have a clearly defining and workable Training policy	Yes	21	22.8
		No	55	59.8
		I don't know	16	17.4
		Total	92	100
2	The REB have clearly defined rules and regulations to manage training programs	Yes	21	22.8
		No	61	66.3
		I don't know	10	10.9
		Total	92	100

From the above table of item 1, the majority the respondents 55(59.8%) replied that the REB had no clearly distinct and workable training policy.21 (22.8 %) responded that the bureau had it, while 16 (17.4 %) of the respondents have no the information at all.

From this information one can infer that the REB has no clearly defined and workable training policy that guides for allocating department resources such as trainers, money, and time, gives a broad direction to training activities, and outlines the authority given to the training processor team.

Although it is known that the REB has training manual, however question was presented to respondents to know how much of the respondents know the availability of this guideline or manual. Accordingly, item 2 of table 5 indicates the majority of the respondents 61 (66.3 %) responded the REB had no clearly defined rules and regulations to manage trainings.21 (22.8%) and 10 (10.9 %) of respondents respond yes it has and no idea about it respectively. During interview this issue was raised and three of the interviewee indicates the presence of training management manual; however, it needs revision and updating according to the newly implemented BPR.FDG participants also strengthen the idea and emphasized on two points. The first, it service for a long time and needs revision and updating. Secondly the manual is not comprehensive enough to manage trainings not only at the bureau level but also at lower levels of the regional education system.

Therefore, we understand the REB has no updated, applicable at every level and suitable to the existing structure; rule and regulation to manage training.

Table 6: Views on planning of Trainings

S.No	Items	Responses	Frequency	Percent
1	Training programs set as an strategic issue in any level of strategic plan	yes	18	19.6
		No	43	46.7
		I don't know	31	33.7
		Total	92	100
2	Training programs pre-planned in the annual plans of the REB, ZED or WEO	yes	39	42.4
		No	33	35.9
		I don't know	20	21.7
		Total	92	100
3	Do you communicate training plans at the beginning of every fiscal year to concerned departments/teams/case workers?	yes	16	17.4
		No	58	63
		I don't know	18	19.6
		Total	92	100
4	Training opportunities planned based on training needs assessment results	yes	6	6.5
		No	59	64.1
		I don't know	27	29.3
		Total	92	100
5	The REB communicate the training programs to the ZED and the WEO before being planned	yes	9	9.8
		No	79	85.9
		I don't know	4	4.3
		Total	92	100

As can be seen in the above table of item 1, the highest proportion 43 (46.7 %) of the respondents showed their knowledge the unavailability of. And this was also supported by almost all of participants of FDG. It is only 18 (19.6%) of the sample respondents who reported the regional education system set training programs as an strategic issue in any level of strategic plan of regional education system. While 31 (33.7 %) of the respondents have no idea about the item raised.

From the data above one can observe that when the bureau identifies the critical issues to develop a strategic plan to achieve long ran objectives, training didn't get a piece in the strategic plan.

Data presented in table 6 of item 2, further shows the extent of training programs pre-planned in the annual plans of the REB, ZED or WEO. Out of the total respondents 20 (21.7 %) replied that they have no information about whether training programs indicated in the annual plans of the REB, ZED or WEO. On the other hand, 39 (42.4 %) of them said trainings has a place on annual plan at each level of the system. While 33 (35.5%) of the respondents stated that training as an issue didn't plan in the annul plans. Information gathered through interview summarized and shows that however many of the trainings had planned; most of the time trainings from outside is many in number. Almost all members of the FDG agreed on the idea of interviewees and add that planned trainings conducted if the training management is supported by NGOs. Otherwise the planned training programs didn't carried out according to the stated plan.

Therefore we can say that although most of the training conducted planned beforehand, it was carried out based on the availability of external funds. On top of this, when training planed as an issue resources to conduct training was not critically analyzed.

Respondents who replied that training programs pre-planned in the annual plans of the REB, ZED or WEO were asked to report whether trainings were conducted according to operational plan or not. Accordingly, the majority 63 (68.5 %) replied not yet. The rest 29 (31.5 %) responded that trainings conducted in accordance with the plan. This indicates that though trainings are preplanned in the annual plans, they didn't become operational accordingly.

Regarding item 3 of the above table, 58 (63%) indicated that training plans is not communicated at the beginning of every fiscal year to concerned departments. Only 16 (17.4 %) affirmed that training plans is communicated at the beginning of every fiscal year to concerned departments. 18 (19.6 %) of the respondents has no information whether training plan is communicated to concerned process or team at any level.

Therefore, the above data shows that even though trainings planed, they didn't communicate to any process or team to make conformity for its practicality.

Item 4 of the same table shows that 59 (64.1 %) respondents disagree on training opportunities planned based on training needs assessment results. While only 6 (6.5%) respondents were agree on the issue. On the other hand a lot of respondents 27 (29.3 %) had no idea or information how training opportunity given to trainees. Here one can understand training opportunity was given not based on the gap that was identified through training needs assessment.

As shown item 5 of table 6 the majority of respondents 79 (85.9 %) assured that the REB didn't communicate the training programs to the ZED and the WEO before being planned. Whereas, only 9 (9.8 %) agreed on the issue that states the REB communicate the training programs to the ZED and the WEO before being planned.

The information above implies that trainings which will be planned in the REB operational plan didn't communicate to departments and offices under its supervision for conformity.

4.3.3 Training Evaluation

Training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals. Therefore it is essential for any organization to establish a systematic evaluation process to enhance the effectiveness of the training (Kirkpatrick, 1976)

Table 7 a: Evaluation of Training

S.No	Items	Responses	Frequency	Percent
1	Does the training plan of the bureau and its lower levels contain a training evaluation strategy	yes	32	34.8
		No	42	45.7
		I don't	18	19.6
		Total	92	100
2	Does the REB clearly identify training evaluation criteria	yes	37	40.2
		No	38	41.3
		I don't	17	18.5
		Total	92	100
3	Do you come across training evaluation check list at the end of each training in which you participate?	yes	10	10.9
		No	76	82.6
		I don't	6	6.5
		Total	92	100
4	Is the impact of training on employees' performance evaluated on a yearly basis?	yes	5	5.4
		No	79	85.9
		I don't	8	8.7
		Total	92	100

As shown above 32 (34.8 %) respondents replied that the region education bureau and its lower departments and offices incorporate training evaluation strategy. While 42 (45.7%) of respondents didn't agree on the existence of evaluation strategies in different level of planning in the bureau and its sub structure. On the other hand, 28 (19.6%) of the respondents had no idea about the issue. This implies there are employees who are strange to the plan of their respective office.

Generally, we can say that training plan of the bureau and its lower levels do not take into account to incorporate training evaluation strategy in their strategic or operational plan.

Regarding item 2 of table 10a almost the same number of respondents that is 37 (40.2 %) and 38 (41.3 %) replied that the REB clearly identify training evaluation criteria and no criteria set to evaluate trainings that are carried out respectively. On the other hand 17 (18.5 %) had no any idea about it. FDG members synthesize idea shows that one of the problems in training management in the REB is setting and using training evaluation criteria. Therefore we can infer that training evaluation criteria did not get sufficient weight during planning.

Item 3 of the same table shows that the majority of the respondents 76 (82.6%) disagreed with the issue states that impact of training on employees' performance was evaluated on a yearly basis. whereas only 10 (10.9%) of the respondents agree on the same issue. Few respondents,6 (6.5%) had no information whether impact of training on employees' performance was evaluated on a yearly basis or not. On top of this, the interviewee assured that one of the main problem in training management was the absence training impact assessment.

Therefore, from the information above one can understand that impact of training on employees' performance was not evaluated

Several methods have been tried to test whether changes or improvements have been brought about by training or not. Immediate evaluation of training is one of methods that refers to reactions of the participant as to how have they found a particular training program (Saiydain, 2000: 252). This usually done at the end of the training session when participants are asked to fill questionnaire.

Respondents were required to answer a question that states "Does the REB has clearly set training evaluation criteria". Among 92 respondents only 36 of them replied that the REB had clearly set training evaluation criteria. In view of that, training evaluation presented in the questionnaire to rate by respondents the presence or absence of those checks lists. A question was presented to those respondents who were answered 'yes' for the question that states about the presence of training evaluation criteria, on the extent to which those criteria presented to trainees .

4.3.4 Area and relevance of training Programs

If trainings are relevant to the existing situations of the organization, the work and individual, it helps to remove performance deficiencies in employees. It also brings greater stability, flexibility, and for growth in an organization. Moreover it makes the employee versatile in operations (Taylor.V .B and Lippt ,1975) .

Table 8: Area and Relevance of Training

S.No	Items	Responses	Frequency	Percent
1	Training conducted at regional , zonal or woreda level has an impact on employees' performance	yes	76	82.6
		no	16	17.4
		Total	92	100
2	Do you believe that trainings conducted at different level fill gaps?	yes	48	52.2
		no	44	47.8
		Total	92	100
3	Was the training relevant to bring organizational change?	yes	33	35.9
		no	59	64.1
		Total	92	100

Data presented in table 10 of item 1, the majority of respondents 76 (82.6 %) were agreed on trainings conducted at any level of the regional education bureau had an impact on employees performance. Only 16 (17.4%) of the respondents states that trainings which was given at different level didn't bring a difference in employees performance. This data shows that trainings are essential at any level for employees in order to improve their performance and ultimately achieve organizational objectives.

Regarding item 2 of the above table respondent's response to the question, 'Did trainings conducted at different level fill gaps?' reveal that almost half 44 (47.8 %) of them did not believe that trainings that had given minimize the gap between what is actually and what would be expected. For the same question, 48 (52.2 %) of respondents says that trainings that had given brought meaningful change in the process of filling the gap. Most of FDG participants' response aligns with this. They said that ...actually not all trainings that had given bring the expected output, but most of them had solved problems that affect the performance of employees.

From the above presentation one can infer that most of trainings which were given to employees fill their gaps which actually improve their performance.

According to item 3 of table 10, many of the respondents 59 (64.1%) reflect the area and contents of trainings were not relevant to bring organizational change. On the other hand, 33 (35.9 %) of respondents believe that area and contents of trainings were relevant to employees for improving their performance. Similarly during FGD there were two groups, one group confirm that all trainings were relevant for employees and that brings performance change. The other group says that 'we cannot say that the training had brought change in performance because no one assesses the impact of training whether it brings a difference or not.' This implies that there are changes due to trainings but it is not clearly identified this changes become actually exist because of the training was in doubt. Therefore, one cannot conclude that training areas and contents were relevant to create commitment and bring Knowledge and skill that help to fill their performance gaps and ultimately organization achieve its intended objective.

Table 9: Relevance of Training

S.No	Items	Responses	Frequency	Percent
1	New performance approaches/methods are adapted through training.		7	7.6
		disagree	16	17.4
		Un decided	34	37
		agree	32	34.8
		strongly agree	3	3.3
		Total	92	100
2	All training programs organized were job oriented.	Strongly disagree		
		disagree	8	8.7
		undefined	33	35.9
		agree	35	38
		strongly agree	16	17.4
		Total	92	100
3	Trained employees are more efficient and effective in their performance at the work place.	Strongly disagree		
		disagree	14	15.2
		undefined	31	33.7
		agree	47	51.1
		strongly agree	92	100
		Total		
4	Training has had a direct relationship with organizational objective achievement.	Strongly disagree	1	1.1
		disagree	12	13
		undefined	25	27.2
		agree	35	38
		strongly agree	19	20.7
		Total	92	100
5	Most of the training is repetitively provided.	Strongly disagree		
		disagree	8	8.7
		undefined	12	13
		agree	36	39.1
		strongly agree	36	39.1
		Total	92	100
6	Training provided has a positive impact on employee' performance.	Strongly disagree		
		disagree		
		undefined	7	7.6
		agree	33	35.9
		strongly agree	52	56.5
		Total	92	100

Item 1 of table 9, is to explicate information about how much trainings introduce new approaches methods that help the organization to survive and prosper in the modern world. Although 34 (37%) of the respondents are confused to rate, 32 (34.7%) and 3 (3.3 %) of them rate agree and strongly agree on the issue respectively. On the other hand, 7 (7.6 %) and 16 (17.4 %) of the respondents level of agreement lay on strongly disagree and disagree respectively. one can see the distribution of responses and could say most of the respondents become reluctant to decide; however, he/she can infer from the rest of the response that trainings had introduced new methods and approaches that help the organization to build truly dynamic institution/organization from well-trained and informed employees.

Item 2 of the same table shows 35(38.4%) respondents agree on trainings were job oriented and 16 (17.4 %) of them strongly agree on the same issue. While 8 (8.7%) of the respondents disagree on the issue that states all trainings organized were job oriented. Almost 1/3 of the respondents were unable to rate whether trainings were job oriented or not using specified scale. This might be because of the opportunity to get trainings and evaluate it.

Generally, it is clear that the concerned process made job analysis before conducting a training which is the process of determining which tasks each employee needs to perform and the standards at which he or she must perform them. Thus, from the data above one can understand trainings can raise awareness about the job that a performer required to do, through providing the opportunity to explore his or her existing knowledge and skills, ultimately to maximize organizational performance.

Item 3 shows about 31 (33.7 %) and 47 (51.1 %) of the respondents observed that trained performers are efficient than untrained one by rating agree and strongly agree respectively. However, 14 (15.2 %) of them were not conscious of the difference.

The majority of respondents have the chance to weigh the difference that becomes created due to training. Therefore, training can bring a difference on organizational performance.

Regarding item 4 of the same table 1 (1.1 %) and 12 (13 %) respondents replied strongly disagree and disagree respectively, that is in their experience training had no any relationship with objective achievement. While 35 (38 %) and 19 (20.7 %) of the respondents rate agree and strongly agree that implies trainings which were conducted had a direct relationship with objective achievement. Thus, the data implies that trainings which were conducted encourage

and motivate individuals in the organization and it becomes a building block to organizational success.

Item 5 of table 9 shows 36 (39.1 %) respondents responded agree and strongly agree of the same rate. 12 (13%) of the respondents couldn't find whether the same kind of training delivered or not. However, 8 (8.87 %) of them disagree on the issue describes the same kind of training was given to trainees frequently.

Accordingly the data shows that trainings were given repeatedly. Regarding this the FGD summarized view support the idea that says trainings were repeatedly given to trainees. They also indicate not only the training contents had given repeatedly but also the trainees had taken similar trainings frequently. Thus, one can understand that even though every organization is running in a rapid change surrounding, trainings organized in the REB were not new and updated according to the timely needed knowledge and skill to perform accordingly.

The last item in table 10 reveals 33 (36.5 %) and 52 (56.5%) of the total respondents rate agree and strongly agree on the positive impact of the trainings which was conducted by the REB. On the other hand a few 7 (7.6 %) of the respondents do not have the idea about training impact on employees performance.

The website called <http://jefmenguin.com>, states that,

If organizations are to survive and prosper in the modern world of rapid change, they need to be more flexible, faster-moving and faster-learning than before. To do this rests upon the abilities of their workforce to have these characteristics – hence the value of training. If individuals are able to learn, develop and change, then so can the organizations.

The data above also align with this, and reveals trainings which were conducted increase the performance.

4.3.5 Management of training

In this title questions were presented which are related the human materials and time resources as well as facilities needed for that specific training. Thus, items nominated by numbers 1-9 was responded by respondents. These items are:

1. Trainees are selected considering the relationship between the training and their current position;
2. Trainers had the knowledge, ability and skill to deliver training,
3. trainers used attractive training methods,
4. training organized at regional level had adequate training facilities and budget (stationery, computers LCDs ,halls, refreshments... etc),
5. trainings organized at immediate lower levels of REB had adequate training facilities and budget,
6. training is conducted to minimize the gap between what is expected and what actually happens,
7. training materials /modules are well prepared,
8. training modules are duplicated and distributed to trainees and
9. Convenient and sufficient time is allocated for training programs presented respectively in the order site in the table below.

Table : 10 Average mean rating of respondents on issues related to training management

Respondents place of		1	2	3	4	5	6	7	8	9
region	Mean	4.28	2.72	3.06	2.44	3.28	2.22	2.83	3.11	2.83
	N	18	18	18	18	18	18	18	18	18
	Std. Deviation	0.752	0.752	0.802	0.784	0.461	0.808	0.707	0.471	0.618
zone	Mean	2.67	3.17	3.5	2.33	3.92	2.67	2.83	2.33	3.17
	N	12	12	12	12	12	12	12	12	12
	Std. Deviation	0.778	0.937	0.674	0.778	0.669	0.985	0.718	0.651	0.577
woreda	Mean	3.35	3.07	3.25	2.12	3.85	2.7	3.1	3.57	3.2
	N	40	40	40	40	40	40	40	40	40
	Std. Deviation	0.975	0.797	0.543	0.822	0.736	0.939	0.672	0.958	0.464
School	Mean	3.18	3.05	2.95	1.95	3.59	2.86	3.41	3.36	2.95
	N	22	22	22	22	22	22	22	22	22
	Std. Deviation	0.795	0.95	0.785	0.722	0.666	0.99	0.796	0.902	0.653
Total	Mean	3.4	3.01	3.17	2.17	3.68	2.64	3.09	3.27	3.07
	N	92	92	92	92	92	92	92	92	92
	Std. Deviation	0.984	0.845	0.689	0.793	0.694	0.944	0.736	0.915	0.57

Key: Mean 0-1= very good;1.1-2=good;2.1-3=fair;3.1-4=poor and 4.1-5= very poor

(Number 1-9 in the table refers to items presented in the questionnaire and indicated below.)

As the mean respondents for items represented 1-9 in table 11 on their perception towards training management, almost all of the mean result of the respondent lies on below average this shows that trainees selection, trainers ability, the training method ,training facilities and budge immediate lower level of REB, training objective related to filling gap, Training modules and, convenient and sufficient has need consideration. Only item 4 mean result is above average that implies trainings that are conducted at regional level had adequate facilities and budget.

Table 11: A one Way ANOVA Result of respondents in relation to training management issues

Items		Sum of Squares	df	Mean Square	F	Sig.
Trainees are selected considering the relationship between the training and their current position.	Between Groups	21.469	3	7.156	9.449	0
	Within Groups	66.651	88	0.757		
	Total	88.12	91			
Trainers had the knowledge, ability and skill to deliver training.	Between Groups	1.982	3	0.661	0.923	0.4
	Within Groups	63.007	88	0.716		
	Total	64.989	91			
Trainers used attractive training methods.	Between Groups	2.818	3	0.939	2.046	0.1
	Within Groups	40.399	88	0.459		
	Total	43.217	91			
Training organized at regional level had adequate training facilities and budget (stationery, computers LCDs	Between Groups	2.777	3	0.926	1.496	0.2
	Within Groups	54.441	88	0.619		
	Total	57.217	91			
Trainings organized at immediate lower levels of REB had adequate training facilities and budget	Between Groups	4.913	3	1.638	3.7	0
	Within Groups	38.946	88	0.443		
	Total	43.859	91			
Training is conducted to minimize the gap between what is expected and what actually happens.	Between Groups	4.394	3	1.465	1.679	0.2
	Within Groups	76.769	88	0.872		
	Total	81.163	91			
Training materials /modules are well prepared.	Between Groups	4.219	3	1.406	2.745	0
	Within Groups	45.085	88	0.512		
	Total	49.304	91			
Training modules are duplicated and distributed to trainees.	Between Groups	14.896	3	4.965	7.127	0
	Within Groups	61.31	88	0.697		
	Total	76.207	91			
Convenient and sufficient time is allocated for training programs.	Between Groups	2.087	3	0.696	2.225	0.1
	Within Groups	27.521	88	0.313		
	Total	29.609	91			

The one way ANOVA results for each item in table 11b further indicates there was a significant difference among the four groups regarding trainees' selection, availability of adequate facilities and budget that was conducted at regional level, training modules preparation and training adequacy and distributions .This shows difference in the ratings of sample respondents for those issues. this implies that the items were not equal perception among respondents. The other half of the respondents ANOVA result shows statistically no significant difference among the same group based on their place of work at alpha 0.05. This shows that the issues have got concern by respondents equally. Thus, high attention should be given for these items than the other items

4.3.6 Problems encountered

According to Mathis and Jackson (1997:326) the common problems in employees training is inadequate need analysis, training out fad programs, abdicating responsibility for development to staff, encapsulated training attitude of managers, availability of resources and financial problems.

In this regard questionnaire was provided to know the actual environmental problems that hinder the delivery of training efficiently and effectively to employees working in the education system of the region, Benishangul Gumuz.

Table 12 below shows that all of the respondents reported there are barriers that hinder the effectiveness of training delivered by REB. All respondents of the region agreed on the issue hundred percent. This may indicate that every member of the education bureau performer had acquainted with problems related to trainings conducted at regional level.

The first item in table 12 was requested to responded by those who says 'yes' for the question which is treated in the same table. The respondent gives the highest weight, 39(42.4 %) for financial constraints. Followed by 2(, 22.8%) relevance of the training. Inconvenience scheduled of training time ,19 (20.7 %), also has got. the third rating rank and followed by 7 (7.6 %) trainer's related problems 6 (6.5%) of respondents implied that trainee's lack of interest had an impact on trainings effectiveness.

Table 12; Problems encountered in Relation to Training

	Items	Responses	Frequenc	Percent
1	Are there barriers that hinder the effectiveness of training delivered by the REB	yes	92	100
2	what are the major barriers	financial	39	42.4
		Inconvenient	19	20.7
		relevance of	21	22.8
		trainees lack of	6	6.5
		trainers related	7	7.6
		Total	92	100
3	Do you believe that training programs are equally accessible to all employees of your organization	yes	22	23.9
		No	70	76.1
		Total	92	100
4	In the past two years have you participated in any kind of training	yes	40	43.5
		No	52	56.5
		Total	92	100
5	For how many times per year (average) do you participate	once	22	5.5
		twice	9	22.5
		three times	4	10
		four times	5	12.5
		Total	40	100

Item 3 of table 12 reveals that the majority of the respondents 70 (76.1 %) reported trainings were not equally access able to employees or performers at different level. Only 22 (23.9 %) of the respondents agree on the issue that deals about equal access of training opportunity has given to employees.

As table 12 item number 3 shows that 52 (56.5 %) of the respondents states they never got training opportunities throughout the last two years. While 40 (43.5 %) of the respondents has got trainings in the previous two years. This implies that trainings were not equally accessible to employees.

Most of the respondents in table 12 of item 4 imply more than half of them have got the opportunity of attending training once a year. The frequency of training opportunity decline when the frequency per year increases.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter of the thesis deals with summary of the major findings of the study, conclusion which is drawn on the basis of the finding and recommendations that are assumed to be useful to enhance the contribution of trainings on efficient achievement of organizational objectives in the REB and educational structures under it. Moreover, the study investigates the problems related to training management practices and suggests possible solutions. The purpose of this study is to describe the current status of training and identify major problems of it and propose alternative solutions and ways to improve the practice of employees training in the REB.

Finally, this study tries to find answers to the following basic questions which revolve around the status, prospective and problems of trainings organized by the REB.

1. What is the current status of trainings organized by the REB?
2. What significant difference between those trained and not trained observed in their commitment and performance?
3. How the REB training policy and guideline perceived and exercised??
4. How is training organized and managed? Is it a cyclical process?
5. What are the challenges and prospects of training in the REB?
6. What is the perception of educational leaders and performers at different level towards training conducted by the REB?

The study was conducted in the regional education bureau of 5 core process and one sub process taking as a sample by purposive sampling technique. It also includes all the three zone educational departments, 8 WEOs and 11 secondary schools were sample areas. Random sampling technique was employed to select sample institutions. The core process owners were participated in the FDG. The bureau head and the two vice-heads were interviewed to triangulate data gathered by different instrument.

Data were gathered through questionnaire from 92 educational leaders and performers. In chapter four analysis and interpretation of data was discussed. Thus, based on this analysis made and the major findings of the study are summarized as follows.

2.1 Summary

2.1.1 Personal Data of respondents

- The participation of females in the education offices is very few; it is sever when go up to the educational management hierarchy.
- Most of process owners and performers in the REB and its lower levels had less experience in their current position; relatively educators at school level had better work experience.
- Although employees in the REB had less experience in their current position, the majority of employees had more total service year.

2.1.2 Training needs assessment

- Training needs was not identified through needs assessment which serves as an input for planning trainings and provide it for target groups.
- Although many of the respondents believe the presence of trainings needs assessment to plan and conduct it, they assures that the REB had no clearly set procedures to carry out training needs assessment.
- Training needs assessment were not carried out based on data collected from concerned body to identify the critical gap that hinder organizational objective achievement
- Nowadays methods, approaches, and techniques are changed rapidly because of dynamic nature of organizations. This needs a continuous updating and informing of employees through training. However, training needs assessment carried out by the REB is not in a continuous basis to provide training accordingly.
- The needs assessment carried out were not taking place having the goals and the objectives of the organization as its bench mark.
- The results training needs assessment brought by anyway serve as an input for decision making in the REB for training management process.

2.1.3 Planning and policy issues of training

- The REB has no clearly defined and workable training policy that guide for allocating scarce resources such as human, financial and time; gives a broad direction to training activities, outlines the authority given to the training process team.
- The REB has no updated, applicable at every level and suitable to the existing structure rule and regulation to manage training.
- The findings indicated that the bureau didn't include training as critical issues while developing a strategic plan to achieve long ran objectives.
- Trainings have got a place in the annual operational plan of the bureau, but its accomplishment varies by its attachment with funding organizations such as UNICEF. Thus, though trainings are preplanned in the annual plans, they were not operational accordingly.
- There was less attention given to training opportunity which is based on the gap that was identified through trainings needs assessment.
- Trainings planned in the REB operational plan did not communicate to departments and offices under its supervision for conformity.

2.1.4 Training Evaluation

- Training plan of the bureau and its lower levels do not take in to account incorporating training evaluation strategies in their strategic or operational plan.
- Impact of training on employee's performance was not evaluated.

2.1.5 Area and Relevance of Training programs

- Trainings are essential at any level for employees in order to improve their performance and eventually achieve organizational objectives.
- Most of trainings which were given to employees fill their gaps which actually improve their performance.
- Training areas and contents were relevant to create commitment and bring knowledge and skill to trainees that help them to fill their performance gaps and ultimately organization achieves its intended objective.

- Trainings had introduced new methods and approaches that help the organization to build truly dynamic institution/organization from well trained and informed employees.
- Trainings raise awareness about the job that a performer required to do, through providing the opportunity to explore his or her existing knowledge and skills at the end of the day maximize organizational performance.
- The majority of the respondents have the chance to weigh the difference that becomes created due to training. Therefore, the finding indicates training bring a difference on organizational performance.
- Trainings which were conducted encourage and motivate individual employees in the organization and it becomes a building block to organizational success.
- Even though every organization is running in a rapid change surrounding, trainings organized in the REB were not new and updated according to the timely needed knowledge and skill to perform accordingly.

2.1.6 Management of training

- Trainees were not selected considering the relationship between the training organized and their current position.
- Trainers had fair knowledge, ability and skill to deliver training
- Trainers used to apply poorly attractive training methods
- Training organized at regional level had adequate training facilities and budget (stationery, computers, LCD ,halls, refreshments... etc)
- Trainings organized at immediate lower levels of REB lack adequate training facility and budget
- Training materials/modules were poorly prepared.
- Training modules were not duplicated and distributed to trainees.

2.1.7 Problems encountered

- All respondents of the region agreed that there were different problems that hindered or managed trainings in the REB. According to the findings the main problems according to their influence are: financial relevance of training, inconvenient time, trainers' related problems and trainees' lack of interest.

2.2 Conclusion

Based on the research questions and in line with preceding research findings and related literatures the following conclusions are drawn:

- Training need gaps were not identified through need assessment before planning to provide trainings for the target group; moreover, the bureau had no clearly set procedures to conduct training need assessment
- The REB has no clearly defined training policy that guides how the scarce human and other resources allocated to run the training process effectively and efficiently.
- The REB existing training guideline is old enough not updated, applicable at every level, suitable and inclusive to the existing structure created by BPR.
- The bureau expected to put training issues as one of the critical issues which should be addressed; however, findings indicated that the bureau did not include training as critical issues while developing a strategic plan to achieve long-run objectives.
- Training was conducted at different levels of the REB on different topics for different target groups of the bureau and its lower levels but training and its impact were not evaluated. Moreover, training evaluation plans were not cited in strategic or operational plans.
- Trainings are assumed to be essential at any level for employees because they create commitment and equip new knowledge, skill and mold the attitude that helps to fill their performance gaps and ultimately helps the organization achieve its intended objectives.
- Trainings can raise awareness about the job that a performer is required to do so, by introducing new methods and approaches that facilitate the organization to build a truly dynamic institution/organization from well-trained and informed employees. Thus, it encourages and motivates individuals in the organization and brings a difference in organizational performance.

- Training organized at regional level had adequate training facilities and budget than immediate lower levels of REB.
- During training management process the human material and other resources was not given due attention during planning about training.
- There are different problems that hinder to conduct trainings. For instance, Financial, relevance of training, inconvenient time, trainers' related problems and trainees lack of and others required remedy to conduct problem solving training.

2.3 Recommendation

This part of the study suggests solutions for some of the problems that are expected by the study. Thus, in light of findings of the study and conclusion drawn with respect to trainings status, problems and prospective; the following recommendations are suggested.

1. A training need is the gap between what some body already knows, and what they need to know to do their job or fulfill their role effectively. However, the findings reveal that the REB was not conduct a need assessment survey. Therefore, the bureau should conduct training need assessment in a continuous and participatory basis and use the results for decision making and planning purpose.
2. The REB training has no clearly defined and workable training policy that outlines the mission statement, objectives and other policy items. Moreover, it has no updated training implementation rule and regulation that guides how the scarce human and other resources allocated and implement the training effectively and efficiently. So the bureau set up comprehensive regional employees training policy; clear, specific and timely rules and regulation that enhance training programs by responsible process.
3. Training should be considered as one of the critical issues for the bureau; As a result in strategic plans developed by the region education bureau employees training should be incorporated as one of critical issue intended to be tackled in the time frame.
4. Training evaluation, follow up and support are essential components of training that are missed in the REB. Consequently, the bureau should be conducted training evaluation which can help trainers to improve existing training courses and plan future trainings. Moreover, it carries out continuous follow up and support in order to ensure participants use the skills they have learnt in their everyday work.
5. Number of constraints that have been impeding the implement ability training were found out . As the problem is multifarious for which readymade answers are not available, they calls strong collaboration among various stakeholders and partners.
6. Comprehensive Human Resource development strategic plan should be developed by the concerned processes.

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Annex 1
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

QUESTIONNAIRE PROVIDED TO EXPERTS OF ZONE EDUCATION DEPARTMENT, WOREDA EDUCATION OFFICES AND SECONDARY SCHOOL PRINCIPALS.

This questionnaire aimed at ensuring that the effectiveness of training provided to the employee, to assess the training standards which are provided to the employee, to know the extent about organization of training and development based on need assessment, to improve the training standard as per the employees' requirement and ...etc

Cognizant of the above objectives it is believed that you will spare some time to go through the questions and provide with useful information that will help to achieve the afro mentioned objectives of the study. Therefore, I plead you to give genuine response to all items provided in this questionnaire.

Finally, I want to assure you the confidentiality of your response and it is used only for academic purpose.

No need of writing your name.

Thank you in advance for your cooperation

Part I Respondents profile

Please respond each question as the way it leads by using signs (√) or providing short answers

- 1.1 Place of work; zone _____ Woreda _____ School _____
- 1.2 Work unit /process/department _____
- 1.3 Current position _____
- 1.4 Age a) 20-25 years b) 26_30 Years c) 31-35 years d) 36_40 years e) 41 and above
- 1.5 Sex Male _____ Female _____
- 1.6 Service year in current position _____

- 1.7 Total work Experience _____
- 1.8 Educational qualification _____
- 1.9 Area of Specialization _____

Part II Training status of the regional education bureau

2.1 Training Needs Assessment

2.1.1 Does the region Education Bureau conduct need assessment before delivering trainings? a) yes b) No c) I don't know

2.1.2 If your answer for question No.2.1 is "Yes", Please indicate your level of agreement on the issue Using the symbol (√)

No.	Training Need Assessment	Degree of agreement				
		disagree	poorly agree	Partially agree	agree	Strongly agree
2.1.2.1	There is clearly sets procedures for training need assessment in the REB					
2.1.2.2	Training needs assessment is conducted based on concrete evidence					
2.1.2.3	Training needs assessment made on a continuous trend					
2.1.2.4	Training needs assessment is conducted targeting organizational goals and objectives					
2.1.2.5	Training needs assessment is conducted respective of every process.					
2.1.2.6	The trend shows the training needs identified are hindrances of organizational goals achievement					
2.1.2.7	Results of training needs assessment serve as input for decision making					

2.2 Policy and Planning

2.2.1 Does the REB have a clearly defined workable training policy?

a) yes b) no c) I don't know

2.2.2 Does the REB have clearly defined rules and regulations to manage training programs?

a) yes b) no c) I don't know

2.2.3 Were training programs set as a strategic issue in any level of a strategic plan in the REB?

a) yes b) no c) I don't know

2.2.4 Are training programs pre-planned in the annual plans of the REB, ZED or WEO?

a) yes b) no c) I don't know

2.2.5 If your response for question no 2.2.4 is 'no' please state how the training programs fit in to the strategic plan?

2.2.6 Do you communicate training plans at the beginning of every fiscal year to concerned departments? a) yes b) no c) I don't know

2.2.7 Are training opportunities planned based on training needs assessment results?

a) yes b) no c) I don't know

2.2.8 Does the REB communicate the training programs to the ZED and the WEO before being planned? a) yes b) no c) I don't know

2.3 Evaluation of training

2.3.1 Does the training plan of the bureau and its lower levels contain a training evaluation strategy? a) yes b) No c) I don't know

2.3.2 Did the Impact of trainings on employees performance had evaluated at a yearly base? a) yes b) No c) I don't know

2.3.3 Does the REB have clearly set training evaluation criteria? a) yes b) No c) I don't know

2.3.4 Do you come across training evaluation check list at the end of training in which you participated? a) yes b) No c) I don't know

2.3.5 If your answer for question number 2.3.4 is 'yes' indicate your agreement on the availability of the following evaluation criteria using '√'

No	Evaluation criteria	Ratings	
		Yes	No
2.3.5.1	The training objectives were clear in advance		
2.3.5.2	The training objectives were achieved		
2.3.5.3	The right amount of information was passed during the training session		
2.3.5.4	The information was clear and easy to understand		
2.3.5.5	The trainer knew what they were talking about.		
2.3.5.6	The trainer was willing to answer questions		
2.3.5.7	The trainer was able to answers questions clearly and completely.		
2.3.5.8	The training aids were useful and relevant (including visual aids, handouts etc).		
2.3.5.9	The training will help me to be more effective in my job.		
2.3.5.10	The training has raised my awareness		
2.3.5.11	The results of training evaluation communicated to the target groups in a timely manner		

Part III Area and relevance of training Programs

3.1 Do you believe that training conducted at regional, zonal or woreda level has an impact on employees' performance? a) yes b) no c) I don't know

3.2 Do you believe that trainings conducted at different level fill gaps? a) yes b) no c) I don't know

3.3 Do you believe that the trainings area and content were relevant to bring organizational change? a) yes b) no c) I don't know

Listed below are some of the issues related to area and relevance of training, please rate the extent to which how these issues are performed in your organization

No	itme	Degree of agreement				
		Strongly disagree	disagree	undefined	agree	strongly agree
3.4	Training is given to fill gaps in relation to the current position of employees on an equal basis.					
3.5	New performance approaches/methods are adapted through training.					
3.6	All training programs organized were job oriented.					
3.7	Trained employees are more efficient and effective in their performance at the work place.					
3.8	Training has had a direct relationship with organizational objective achievement					
3.9	Most of the training is repetitively provided.					
3.10	Training provided has a positive impact on employee' performance.					

Part IV Management of Training

Listed below are some of the issues related to area and relevance of training, please rate the extent to which how these issues are performed in your organization

No	itme	Degree of frequency				
		Always	Frequently	Sometimes	seldom	not yet
4.1	Trainees are selected considering the relationship between the training and their current position					
4.2	Trainers had the knowledge, ability and skill to deliver training					
4.3	Trainers used attractive training methods					
4.4	Training organized at regional level had adequate training facilities and budget (stationery, computers LCDs ,halls, refreshments... etc)					
4.5	Trainings organized at immediate lower levels of REB had adequate training facilities and budget					
4.6	Training is conducted to minimize the gap between what is expected and what actually					

	happens.					
4.7	Training materials /modules are well prepared.					
4.8	Training modules are duplicated and distributed to trainees					
4.9	Convenient and sufficient time is allocated for training programs					

Part V Problems encountered and solutions proposed

5.1 Are there barriers that hinder the effectiveness of training delivered by the REB?

- a) yes b) no c) I don't know

5.2 If your answer to question no 5.1 is 'yes' what are the major barriers? (You can choose than one)

- a) financial b) Inconvenient time C) relevance of training
d) Trainees lack of interest e) trainers related problems

5.3 If any other, please mention :

5.4 Do you believe that training programs are equally accessible to all employees of your organization? a) yes b) no c) I don't know

5.5 In the past two years have you participated in any kind of training? a) yes
b) no

5.6 If your answer to question no 5.5 is 'no' what could be the possible reasons?

- a. _____
b. _____
c. _____
d. _____

5.7 If your answer to question no 5.5 is 'yes' how many times per year?

- a) Once
- b) twice
- c) three times
- d) Four times

5.8 How do you perceive the training programs organized at different levels the education bureau?

5.9 What do you recommend about the training programs that are organized and conducted by the bureau and the lower levels of the system?

Part VI General information

6.1 In your opinion, what are the main contributions of employees training programs?

6.2 What main problems you perceive on training programs provided by the REB?

6.3 What do you suggest that should be done to improve the planning, organizing and evaluating the training programs delivered REB?

Annex 3

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION BEHAVIORAL SCIENCE STUDIES

FGD presented to the Middle level officials of the REB

This questionnaire aimed at ensuring that the effective training provided to the employee, to assess the training standards which are provided to the employee, to know the extent about the support of training, to improve the training standard as per the employees' requirement and e.tc

The aim of the FDG is to identify common views of middle level officials on the training program of their Bureau. It also helps to elaborate the idea and suggestions provided by other respondents through other instrument.

Participants' profile

Name of department/process members from

Number of participants M= _____ F= _____

Position Of participants of the discussion

Discussion questions

1. What do you think should improve on the training and development programs of the bureau?
2. How does training will help to improve your Owen performance and that of your subordinates?
3. Do you believe that trainings conducted at regional level gearing with the training process?
4. How do you feel about the attitude of trainees and trainers towards training?
5. Do you believe that the bureau has clear and strategic training guideline and training policy?
6. Do you believe that trainings had an impact on employees' performance? If not what do you say on the issue?
7. Are there any additional points you wish to raise concerning the training and development practices of the bureau?

Thank you all for your cooperation!

Annex 2

**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION**

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

AN INTERVIEW PRESENTED TO THE HIGHER LEVEL OFFICIALS OF THE BUREAU (THE HEAD AND VICE HEADS)

This questionnaire aimed at ensuring that the effectiveness of training provided to the employee, to assess the training standards which are provided to the employee, to know the extent about the support to training and development, to improve the training standard as per the employees' requirement and e.tc

The aim of the interview is to get the views of higher level officials on the training and development program of their Bureau. It also helps in triangulating the ideas and suggestions provided by other respondents through other instrument.

Participant profile

Name_____

Sex_____

Position_____

Service year in the present position_____

Educational qualification_____

Area of specialization_____

Interview questions

1. What do you think should improve on the training and development programs of the bureau?
2. How does training will help to improve your Owen performance and that of your subordinates?
3. Do you believe that trainings conducted gearing with the training process?
4. How do you feel about the attitude of trainees and trainers towards training
5. Do you believe that trainings had an impact on employees' performance? If not what do you say on the issue?
6. Are there any additional points you wish to raise concerning the training and development practices of the bureau?

Thank you for your cooperation!

